For Those Concerned With Children 2-12

To Stimulate Thinking Rather Than Advocate Fixed Practices

1957-1958
That We May Explore Resources for Learning

Childhood Education

CONTENTS FOR NOVEMBER 1957

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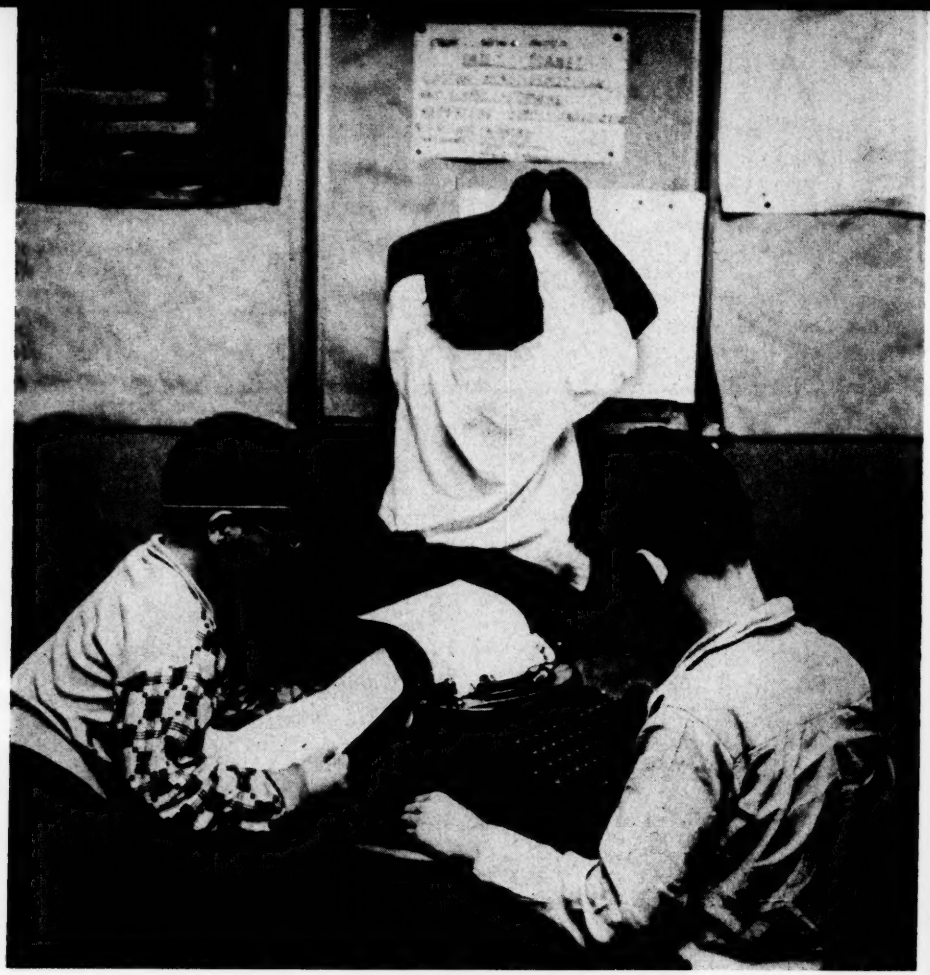

Play Schools Association, New York, N. Y.

Using the fundamentals

Ever New Fundamentals

AMERICA'S SCHOOLS ARE BUILT BY PRESSURES!

If this sounds shocking, "let's look at the record." New Englanders wanted to circumvent "the oulde Deluder, Satan," so the first schools were established to teach people how to read their own Bibles. Pressures of a budding economy soon added "cyphering" and writing to the program. The early nineteenth century textile industry of New England had trouble competing in fabric design with the British textile mills. That pressure added drawing to the curriculum. And so it has gone, until today we have active pressures for driver education and for custodial

care of children who are trainable but not educable. If you don't believe there are pressures in schools today, just attend the next school board meeting.

Why doesn't somebody shut these pressures off? Do they have to continue?

The answer is that so long as American schools are locally controlled, just so long will they operate in the midst of a swirl of pressures—both good and bad. School boards and superintendents and principals and teachers could not turn these pressures off if they would. And so—the $64,000 question is, not whether the schools can turn pressures off, but rather what they are going to do with them. Here is a clear call to school boards and to the teaching profession for statesmanship of the highest order.

The only way to turn off local and state pressures on the school program would be to accept the unthinkable remedy of a nationally mandated school program. As they are now, locally controlled and hence inevitably responsive to the ideals and aspirations of many thousands of local communities, our schools far more than any other public agency have become the voice of the people. What the people value most in life, the schools eventually reflect. That is why administrators and teachers who can imaginatively translate into instructional services the often vaguely sensed and inarticulately expressed needs of communities have a crucially important leadership role to play. For today, indeed, a nation's very survival depends upon its intelligent adaptability to changing times. That adaptability must enhance those spiritual and intangible values without which the panoplied glory and military might of nations since the dawn of history have at the finish become merely the trappings of their funeral pyres.

So pressures on our schools there will be—both good and bad! Some pressures will produce counterpressures, as when a campaign for driver education brings the followers of "back to the three R's" screaming from their "surreys with the fringe on top." Such conflicts are a wholesome part of the American educational scene, the genius of which are local interest and local control. They are the kind of things by which "an educated people moves freedom forward." They are the kind of things which, provided the teaching profession senses its statesmanship role, help to build better public understanding even upon the sensational charges of a gentleman who overnight becomes a self-styled authority on reading instruction.

With a dynamic society like ours speaking through its schools, of course, the fundamentals of 1957 are not those of 1857, of 1887, or even of 1937. Nor will they be the fundamentals of 1987; that is, provided our schools remain responsive to the evolving needs of a free society.—WORTH MCCLURE, *executive secretary emeritus, American Association of School Administrators, Washington, D. C.*

By BEN M. HARRIS

Education for Today and Tomorrow

How do we provide children with the kind of education that will serve them well in today's world and in tomorrow's world?

This question becomes challenging, exciting, even perplexing, as we consider what the world of tomorrow will be like and recognize that it will be vastly different from what we know today!

This is a large, complex question, but it is also a practical question—one that should concern every teacher and every parent of young children. Some would say there is no value in considering perplexing problems of education. They would concern themselves with *small, day-by-day* problems and accomplishments of schools. As important as these are, larger concerns need attention also. It is necessary that we apply the vision of our intelligence to the educational needs of our children.

If we are to understand educational needs of children for the future, the perspective of history is important. A look at some of the developments of the past fifty or one hundred years will not only serve to help us see long-term trends but will bolster our confidence in the future. The accomplishments of the American people have been fabulous in this respect!

Let us look briefly at three landmarks of educational achievement.

Landmark No. 1—Humaneness in School

Schools of one hundred or even fifty years ago were often oppressive and cruel places for children. A few common practices will illustrate this point.

Pickled switches, standard equipment in classrooms, were used with considerable freedom. Charles L. Coon,[1] writing about the schools of his day in 1848, lists the rules and punishments for a typical school in Stokes County, North Carolina. These were:

Boys and Girls Playing Together	4 lashes
Quarreling	4 lashes
Fighting	5 lashes
Gambling or Betting at School	4 lashes
Playing at Cards at School	10 lashes
Climbing for Every Foot over 3 Feet up a Tree	1 lash
Telling Tales out of School	8 lashes
For Drinking Spirituous Liquors at School	8 lashes
For Playing Bandy	10 lashes

The sinfulness of each deed precisely measured by the number of lashes!

A further example of the lack of humanity toward children of past generations is found in a statement published in *The Mother's Magazine* in 1832:[2]

Cost what it may, break the child down to obedience. *And when this is once done, if you are careful never* to let disobedience escape punishment of some kind or other, and punishment that shall be effectual and triumphant, you will find it not difficult to maintain your absolute authority.

Such "gentle" discipline was the dominant theory practiced in the schools of that day and not abandoned for many, many years to follow. Some even suggest a return to this form of discipline today!

The strides toward a humane school are a great achievement in American education.

Landmark No. 2—Enrichment of Educational Program

The early nineteenth century elementary curriculum was drab and limited. Subjects were restricted to reading, writing and some arithmetic—so poorly taught in so boring a manner that few children could learn much or stay in school for many years.

The story of the past one hundred years has been one of continuous enrichment of the educational program in terms of both subject matter and methodology.

As late as the 1890's, however, the curriculum left much to be desired. Henry Seidel Canby[3] describes his school experiences:

We went to school for facts and got them. Facts about Latin, facts about history, facts about algebra, which . . . gave us a valuable experience in taking intellectual punishment without a quaver. But of education there was very little, because with one exception, none of the teachers were educated. They had knowledge but, not knowing what to do with it, passed it on to us in its raw condition of fact. They knew facts, but could neither relate nor co-ordinate them. They believed in their subjects with the

absolute conviction of the baker that his bread is the staff of life, but there was no passion in their belief and to tell the truth, not much reason . . .

Landmark No. 3—Universal Education

One of the great aspirations of our founding fathers was an education for all citizens. None of them lived to see this achieved, but it is to the credit of the American people this noble ideal was never abandoned and in recent years has almost been achieved.

I am constantly amazed to find this outstanding development of universal education —equaled by no other people in all history— often goes unrecognized by "well-educated" people today.

In 1951, 94% of all children 6 to 17 years of age were attending school; for the younger 7-to-13 age group it was 99%.

Contrast this with the fact that in *1900* only 5% of the elementary school children went to high school, and 2% went to college.[4] *In 1906*, per 1000 pupils entering fifth grade, only 139 were completing high school.[5]

Bringing the picture up to the time when many of us were in school—*1928*—per 1000 children in the fifth grade, 736 entered high school and 378 graduated from high school.[5]

We can understand that only in our time has this ideal of education for all come to be a reality.

Undoubtedly, some of you are thinking the cost of this universal education has been a poorer quality of education. This miraculously has not been so. A substantial amount of evidence points to the conclusion that achievement has materially improved in spite of tremendous expansion.

Problems of This Century

This brief glance into the past should serve to remind us of America's great heritage of free public education and of the enormous progress that can be realized by a people dedicated to the ideal that their children shall be better educated. This glimpse of history should *not* make us complacent with past achievements. Each generation must work for the maintenance of the best accomplishments of the past. But more than this, each generation must also be ready and able to strive for its own accomplishments according to the demands of the times. The demands of these times are great.

Walter Lippman, in an address before the National Citizens' Committee for the Public Schools in San Francisco, stated:[6]

> *If we compare our total effort (in education)* . . . with what it was fifty years ago, the quantitative *increase is impressive . . . Now if it were no more* difficult to live in the United States today than it *was fifty years ago . . . then we could celebrate,* we could be happy, we could be congratulating ourselves that *we are making great progress in the task* of educating ourselves as a democracy.
>
> But *we cannot make that comforting comparison* without deceiving ourselves seriously. We cannot measure the demands *upon our people in the second* half of the twentieth century—the demands in terms of *trained intelligence, moral discipline, knowledge* and, not the least, the *wisdom of great affairs*—by what was demanded of them at the beginning of the first half of this century.

Wherever men of intelligence turn their thoughts to the future of America, they remind us of the challenges ahead and the vital role that a still better education must play.

It is not enough merely to say that the problems facing our children in the years ahead are great and require a better education than in the past. It is essential that we judge as nearly as possible the nature of the world our children are growing into. Only in this way can we be sure that today's education is also suitable for tomorrow's world.

Prognostications about the developments of the coming years are relatively common. This seems especially true as far as technological developments are concerned. We can visualize with little difficulty some fairly certain developments which will influence the lives of our children. High speed jet and rocket travel will make trips to any part of the world a matter of hours. Such travel will be commonplace for millions of people, rather than reserved for the privileged few.

Automation and new energy sources will expand the productive capacity of each hour of work to such an enormous extent that in highly industrialized countries the working day will be a few hours in length, a few days each week.

International communications by television, radio and picture recordings will increase to such an extent remote lands will be more familiar to us than the neighborhood across town.

Each of you with your special background

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of information could add to these illustrations of future developments in this Atomic Age.

We delude ourselves, however, if we envisage tomorrow's world as "all peaches and cream." Our children inherit at least two enormous problems—the *problem of peace in an atomic age* and the *problem of happiness in a complex materialistic world*. Without peace there is no future for our children. This has grown strikingly clear with each new nuclear development.

But even with peace it is becoming increasingly obvious to philosophers, theologians, psychologists, sociologists and just plain folks that abundance of material things is no guarantee of happiness.

Education for peace and happiness is the need of our children. Can the schools teach the skills necessary to meet such challenges? Many leaders in America are confident that we can and must!

Professors McLean and Lee, of the University of California at Los Angeles, write:[7]

It is essential that our schools move as swiftly as they can to ready children, youth, and adults for the changes and the new processes that atomic power will bring. We must teach our citizens . . . to live with rather than die by this extraordinary force.

Walter Lippman warns:

For if, in the crucial years which are coming, our people remain as unprepared as they are—for their responsibilities and their mission, they may not be equal to the challenge, and if they do not succeed, they may never have a second chance to try.

James B. Conant, while president of Harvard University, wrote:[8]

For surely the most important aspect of this whole matter is the general education of the great majority of each generation. . . . Neither the mere acquisition of information nor the development of special skills and talents can give the broad basis of understanding which is essential if our civilization is to be preserved. . . .

David Sarnoff, of R. C. A., cautions:[9]

But we do have a choice: We can grovel in terror before the mighty forces of science and historic adjustment, even as savage man groveled before lightning and other natural phenomena, *or* we can face those forces with courage, determination, and calm intelligence.

Clinton P. Anderson, U. S. Senator from New Mexico, has said:

. . . our nation will fall behind in this atomic age unless we rebuild our school curricula with an eye to the future and start rebuilding now.[10]

Lister Hill, U. S. Senator from Alabama, points to the same problem:

Quantitatively and qualitatively we are possessed of an education deficit that threatens the very capacity of the American people—scientifically, politically, and educationally—to cope with the most complex and most dangerous problems in the history of free men.[10]

General Thomas D. White, vice chief of staff, U. S. Air Force, has said:

Our education must now adapt itself to the reality that the United States is a leader of the free world.[10]

Clinton P. Anderson:

I'm trying to say that we need to discard some of our old ideas, that we need to ignore the old pressures to do things in the old way. I'm saying that we don't have to follow every pattern of previous behavior in order to live in this modern world.[10]

These are warnings of leaders. They come from men and women in all walks of life. They are warnings, but they are optimistic and offer clues on which we should act.

Rebuilding for the Future

How do we move toward a better education for the future? We evaluate everything we do in schools by asking two questions: Will it fill a need of the child today? Will it contribute to the needs the child will face in the world twenty to thirty years from now?

Let's get down to brass tacks on this thing! Our children need skills for living in a more technically complex world. They need skills for living in a world of leisure. They need skills for living in a world full of social and political problems. From the technological point of view, then—

In the teaching of reading, new emphasis must be given to reading and understanding factual materials. Simple research methods must be taught to *all* so we can participate as citizens who know and understand the problem. Rates of reading must be developed which will permit our children to read more material than most of us can handle, so they can keep abreast of rapidly changing events. Each child must be taught to discern what he reads, to distinguish propaganda and nonsense from fact and careful judgment. The habit of reading a variety of materials—from mystery novels to scientific technical journals—needs to be cultivated.

In the teaching of arithmetic, number concepts and ways of working with millions and billions must be taught—even at the elementary levels. The laborious paper and pencil calculating methods must be supplemented with the early introduction of modern computing instruments—slide rule, adding machine and calculating machine for both elementary and secondary levels. We must find ways of doing fewer meaningless "exercises" with pencil and paper and teach children to *use* figures in real problem situations and research projects.

In science, the teaching of simple physical and natural science techniques in the primary grades must expand in other levels to include more experiments; the use of *real* equipment —microscopes, balances, barometers and such and opportunities to see the tools, techniques and results of scientific endeavor in real life.

Looking at our program from the point of view of education for leisure, we see great opportunities for good or for evil. Leisure time well spent can mean a renaissance in the creative arts and humanities. But those who do not know how to use their leisure constructively are called delinquents—and they are not all juveniles by any means.

Art, music, dancing, creative writing, dramatics and related arts must have a greater place in the curriculum of children. Every child should have a chance to explore a great variety of creative fields so that no one of this generation grows to maturity without some outlet for the urge to create. This is within us all!

Physical education programs must change drastically. This field beyond the primary grades is so dominated by the commercialized spectator sports as to progressively reduce participation as children get older. This degeneration is most acute at high school and college levels but begins in the elementary grades. A wide variety of recreational activities is required. Swimming, shuffleboard, tennis, badminton, ping-pong, golf, hiking and camping are a few activities which make sense for adulthood. The keys to effective education for healthy recreational life are to be found in those activities that require small family or friendship groups in which boys and girls of different age groups can share. Football, baseball and basketball are obviously not ones that qualify.

Looking at the educational program from the point of view of social and political life we see the need for many changes.

The social studies program must place more emphasis upon current affairs, being selective in emphasizing the threads of history which contribute most to modern thought. Economics and sociology need emphasis. Teachers need more freedom to explore every controversial issue in an objective way. All phases of geography—especially global geography—need renewed emphasis. The need to build understandings about various peoples of the world is so imperative that every conceivable medium should be used—films, radio, books, maps, television and resource people. I do not hesitate to point to exchange student programs and international tours by college students as fine educational programs, *but far too little, too late!* I am serious when I say that international tours by elementary school classes may be *absolutely essential* to building world peace in our time!

Well, I have been a critic. I have been a visionary. These may not be the right answers, for the full answers to better education for children are not known. But it is certain that we must experiment; we must innovate; we must not stagnate!

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By HELEN HEFFERNAN

No Mean Hut

EDUCATION COULD BE CONSIDERED AS A GREAT building—a magnificent edifice. It should be magnificent because of the building materials from which it has been made. These are an immeasurable quantity of human interest and effort, of dedication, of devotion devoid of self-interest, of study and experimentation, of determination to meet the needs of children, of commitment to democratic ideals and principles, of love for children and youth and humanity.

Entrance to this beautiful and inspiring structure can be gained through a number of doorways. We might think of these as broad portals with the name of each carved above the archway. On one we would find THE WORLD OF HUMAN RELATIONS; on another, THE WORLD OF SCIENTIFIC DISCOVERY AND INVENTION. On another we would find, HEALTH AND PHYSICAL WELL-BEING; on another, MUSIC, RHYTHM AND THE DANCE; on another; LITERATURE AND DRAMA; on another, FINE AND INDUSTRIAL ARTS. There are many ways to gain entrance into this great structure, but whoever truly enters must be *motivated by purpose*—a true seeker after knowledge. Whichever door opens to his touch, the seeker for its treasure enters the great building which we call EDUCATION; he finds himself suddenly with *all* the resources which *each* portal promised him.

The partitions in the great building do not go to the ceiling—the arches leading to the WORLD OF HUMAN RELATIONS and the WORLD OF SCIENTIFIC DISCOVERY AND INVENTION lead one into two far-reaching halls with only a few magnificent pillars separating them, so that access from one to the other is attained with the seeker hardly being aware that any separation exists.

Here is an exquisite planter with well-known domestic and strange exotic plants in full bloom—the planter only partly separates the great hall of HUMAN RELATIONS from the hall of FINE AND INDUSTRIAL ARTS. On the other side of the great hall of HUMAN RELATIONS and separated only by mobiles suspended from silver strings is the hall of MUSIC, RHYTHMS AND THE DANCE.

On one side of the great hall of SCIENTIFIC DISCOVERY AND INVENTION is an eye-level bas-relief of mankind through the ages acquiring skills in mathematics and the arts of communication; beyond this amazing sculpture is the hall sometimes called the SKILLS OF LEARNING.

Interrelated and Interdependent

Enough of this comparison! Regardless of the door by which the seeker enters, he finds himself within the inspiring structure of man's attainment of learning with all its promise of still unrealized discovery in science, in more effective human relations, in new creative expressions in art, music, literature, drama and the dance. Educational program planners must of necessity look first at one part of the structure and then at another—not because they are separate and compartmentalized but because even professional educators are overwhelmed when they attempt to contemplate the complexity of EDUCATION in its entirety and see it whole. But even as we move from one of these great halls to another, we are aware not only that they are limitless but that they are inextricably interrelated and interdependent. The great structure of EDUCATION is characterized by an essential unity.

A "Mean Hut"

Critics of education among us do not envision the structure as I have attempted to materialize it in our thinking. Rather, they conjure a structure that I would call a "mean hut." It has only one door: BACK TO THE FUNDAMENTALS OR THE 3'RS. The child enters such a hut reluctantly, and even the smallest must stoop to enter through this low portal. One suspects that even these advocates of the return to the fundamentals really would not care to live or have their children live in such a mean hut.

Command of the skills of learning commensurate with each child's ability to acquire these skills is an important purpose of education, but it is not the *sole* purpose by any means. Even this purpose cannot be attained except in relation to the human experiences which provide content. We do not read reading; we read history, literature, poetry, the news. We do not spell spelling; we spell to

record experiences and to communicate with persons not actually present. We do not write writing; we write to communicate. We do not express orally or in writing just to express but rather to communicate thoughts and feelings to others. The focus in learning must always be on the content if we are to achieve our goal. Isn't this the real reason why young children in the primary years are more interested in the experience stories the teacher records for them on their own charts, rather than the devitalized experiences recorded in the pre-primers and primers?

Trick Doors

Other critics of education envision a magnificent structure but would equip it with trick doors. These doors would refuse to open to seekers of certain economic status or ethnic background or to seekers whose talents are to be found in the arts, in skillful use of the hands or in social relationships, rather than in the substantial, respectable, academic fields. These critics say by implication that science and mathematics are the royal roads and that through superior trained intelligence in these fields lies the salvation of the world. In a world which currently values conformity many thoughtful and less verbal folk are wondering if the salvation of the world does not lie instead in improved processes of achieving sound human relations through what we now know of psychology, history, geography, political science, economics, sociology and cultural anthropology. Man cannot continue to become increasingly powerful in his use of physical science and survive while he remains primitive in his use of the basic concepts of the social sciences.

Purposing and Acquiring Skills

With this background, we may turn specifically to our particular concern: *That All Children May Attain Proficiency in the Tools of Learning.* The background I have attempted to build has, of course, provided the clue to my thinking. Purposeful experiencing is essential if children are to become resourceful human beings competent to form reasonable judgments and equipped with skills and techniques necessary to deal with the demands of life. Nurture *in* and *by* a culture is required to develop human beings. Dewey says that "everything which is distinctively human is learned . . ." The process of becoming a mature person involves "whole-hearted purposing," but it also includes increasing mastery of the skills and knowledge which man has already invented and discovered. Besides skills in the language arts and mathematics, mature human beings need the skills of science—observation, experimentation, problem solving; they need skills in human relations and in the application of the social sciences so that life can be richer and better for all mankind; they need skills in the use of materials—paint, wood and tools, clay, and a wide variety of art materials; they need skills in the use of audio-visual materials and equipment; they need skills in music. Let us never forget that no one goes very far in any art or craft unless he acquires the skills of the artist or the craftsman and subjects himself to the discipline of the craft.

Any educational program which does not provide opportunity for children to acquire these skills has been remiss in helping children to become mature persons able to meet the demands of life.

Modern educational psychology teaches us that the best way to acquire knowledge and the necessary tools and techniques is through purposeful activity and inquiry. Usually, when people say that the best means of learning is through "purposeful activity," they really mean that "purposeful activity" includes planned opportunity for children to learn important bodies of knowledge, basic

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This article is adapted from Helen Heffernan's talk at the 1957 ACEI Study Conference in Los Angeles. Miss Heffernan is chief, Bureau of Elementary Education, California State Department of Education, Sacramento.

skills and democratic attitudes. Most educators would subscribe to this point of view concerning "purposeful activity." A truly functional curriculum provides opportunity for children to engage in a wide variety of meaningful activities; but at the same time such a curriculum stimulates children to pay the intellectual price of attaining the knowledge, attitudes, disciplines and skills essential to the demands of our society. *Neither pupil purposing nor acquisition of the tools of learning need be sacrificed to the other.*

Timing the Skills

Much of our problem lies in *timing*—when to teach the skills. Some skills are far more important than others at a particular time in the child's life. For example, the kindergarten child needs to develop his social skills of working harmoniously with other children; he needs to develop his skills in the use of language and in handling his body. He has no need and it is not time to burden him with skills in reading or numbers. These he can learn later as he needs them. We do great damage to children by forcing upon them learnings which we adults may think important but which are not important or meaningful to the child at his particular stage of development.

Educational research has revealed by experiments in learning that conditions which contribute to *meaning* aid in learning. Learning without meaning is futile. Without meaning there is little applicability of learning from one situation to another. When a child asks, "Do you multiply or divide in this problem?" he may know how to perform the process but he is unable to apply what he knows effectively because he lacks the background of experience which provides meaning. Drill will never compensate for a lack of meaning. On the contrary, as soon as a child gains meaning about a given fact from concrete experiences with it—such as obtaining 4 by combining 3 and 1, 2 and 2, 1 and 3, using a wide variety of objective material—he actually learns the generalizations about the components of 4 without much repetition except as this has occurred in meaningful situations involved in the experiences. Meaningless repetition, on the other hand, has the opposite effect on learning. Even very young children must get satiated with the "see, see, see," the "up, up, up" and the "down, down, down" in primers and preprimers. These idiotic attempts to secure repetition really lead to disorganization and satiation. As one six year old said to his teacher, "This is the silliest little boy in this book, Miss Grant. He says the same things over and over and over."

Problem Solving

Skills cannot be learned well when they are divorced from meanings. A child who may learn to use a tool blindly without understanding of why or how he is learning it will have it inevitably fail him when he attempts to apply it. Reverse the process—help the child make the application first—and the acquisition of the skill will be more easily acquired, require fewer repetitions, be more intelligently applied in subsequent situations.

People who advocate "back to the fundamentals" and place excessive value on the so-called "skills of learning" usually limit consideration to the language arts and mathematics. But skills constitute a significant part of every learning. No skills are more significant in the thinking process than the skills used in problem solving.

In the learning process, a child encounters a difficulty in reaching his goal and needs to solve a problem in order to move ahead. In the process of solving the problem he learns.

The steps in problem solving include:

1. Ability to recognize the difficulty and state the problem clearly
2. Ability to list possible solutions
3. Ability to seek pertinent information
4. Ability to test the possible solutions or hypotheses
5. Ability to hold conclusions tentatively pending new knowledge
6. Ability to test conclusions

The ability to apply the skills involved in problem solving is a matter of gradual development. Timmy, a two-and-a-half-year-old nursery school child, was attempting to get his wagon through a narrow gate. He approached the gate at an angle and could not get through. He experienced the feeling of need—the first step in the problem-solving process—he recognized the difficulty. He tried possible solutions—pulled harder, lifted the front of the wagon, approached the gate at a slant from the other side. By a trial-and-error process he tried all the possible solutions and finally discovered that by approaching the gate straight and lifting the front of his wagon a little he was able to pass through the gate. This is an illustration of problem solving at the earliest level, but it called for a certain amount of thinking and skills in muscular coordination.

In a second-grade study of how the mail is carried, the children had used various forms of transportation in their play—trucks, boats, trains and airplanes. The teacher raised the question, "Are there times when the plane cannot come into the airport?" The children immediately said, "When it is foggy." The question arose, "What makes the fog?"[1]

[1] Illustration provided by Janet Ecki.

The first step in the problem-solving process was a listing of the possible answers. The children said:

the ocean	exhaust
smog	low clouds
some kind of mist	

Through discussion the confusion in the children's concepts of "fog" and "smog" was cleared up—fog is a natural phenomenon; smog is man made.

The teacher used a reading chart to present certain facts about air:

1. Air contains water vapor which is invisible gas.
2. When water is heated it gives off water vapor; this is called *evaporation.*
3. When water vapor is cooled, it turns back to water. This is called *condensation.*
4. Hot air can hold more water vapor than cold air.
5. Therefore, when warm air full of water vapor is cooled, some of the water vapor condenses.

The teacher had provided simple science materials to perform certain experiments—two small enamel saucepans, glass jar, drinking glass, square cake pan, ice cubes, hot plate, flask, ice tray. These experiments were conducted:

1. When air is heated, evaporation occurs.
2. Air contains water vapor.
3. Cool air causes condensation.
4. Warm air holds more water vapor than cool air.

The teacher heated ice in the pan so the children could see it changed from a solid to a liquid; then by heating it again they saw that evaporation took place. The water became a gas (vapor). Discussion followed on the meaning of *invisible gas.*

(Continued on next page)

The teacher put ice cubes in the drinking glass, wiping the outside so the children could see it was dry. After a few minutes the children discovered that the outside of the glass was wet. The teacher helped them to see that water vapor was all around the glass, that when it came in contact with the cold glass it went back to water, and that this is *condensation.*

Without completing all the steps it is evident that many skills were involved in this learning experience—reading, observation, experimentation, oral expression, skills of conversation and many, many others.

Another illustration[2]—the children in the third grade were engaged in a life study of the Navaho Indians. They had built a hogan in which they were living. They had cooked lamb stew but were distressed that they had no Navaho bowl to serve it in and no smaller bowls for other purposes.

They decided that they needed to make bowls—this was the feeling of need and determination to meet the need, a first step in problem solving.

The next day the teacher showed them some Navaho bowls, after which they read about the different kinds of bowls the Navahos made for cooking and for storing grains.

The following day, the children found a lump of clay on each desk. In the steps in making a bowl the teacher demonstrated the size and thickness of the base, the way to make the coil, the way to apply it and make it stick together. The first step was wedging the clay—throwing the lump on a hard-baked clay bat again and again. Some of the children soon tired of this and wanted to get on with their bowls. The question was raised, "Why must we wedge this clay? Let's just go on with making our bowls." The teacher recognized an important opportunity for a problem-solving lesson. The group came together for discussion and Mary asked, "What's the good of this step anyway?" Nancy said, "You told us that it got the air bubbles out but what do they matter?" "Yes," said Henry, "I'd like to know the real reason why we should wedge the clay." Henry had stated the problem: "Why should we wedge the clay?"

The children came up with a variety of reasons (hypotheses) which the teacher wrote on the chalkboard.

1. When there are cracks in the clay, it will crack in the kiln.
2. If it had air bubbles it will explode in the kiln.
3. If we had air bubbles in our clay the hot air will expand.
4. Wedging makes it easier to work with.
5. There is not as much smoothing to do.

The teacher accepted all suggestions. Then the teacher asked: "How could we find out which suggestion is correct?"

Debbie suggested making one bowl of unwedged clay and one of wedged clay, putting both in the kiln and seeing what happens.

Bill suggested they go to a pottery studio and ask the potter.

Mary suggested they ask a Navaho woman who lived in the neighborhood to visit them and tell them.

Gary said, "We could experiment and find out for ourselves."

The teacher had some equipment ready —a hot plate, a flask and a balloon. The balloon was put over the flask top and the flask was placed on the hot plate. The heat was turned on. As air in the flask was heated, the balloon was slowly blown up.

The teacher took the flask off the hot plate and the children watched the bal-

[2] Illustration provided by Sandra Bernstein.

loon become limp. Out of the discussion, the ideas were stated about cold air contracting and warm air expanding.

The children were able to apply the principle to the problem of wedging clay. John said, "When the air is heated it expands and when we heat our pottery in the kiln, if it has air pockets in it, it will crack."

The teacher and the children checked their original suggestions, eliminated those that were obviously wrong and restated others to express a correct answer to, "Why should we wedge the clay?"

The point is that no skill can be learned alone. Learning involves acquisition of facts, skills and attitudes—all developed together in a situation which has purpose and meaning for the children.

Organizing Knowledge

There comes a time when children are about ten, eleven or twelve when they wish to organize their knowledge. A fourth-grade group had undertaken the building of an adobe house outdoors. With the help of their parents they hoped to construct a Mexican house big enough to live in. They decided that the house would be 12′ x 9′. The first problem was, "How many tiles should we make to cover the floor?" The first question was, "How big are the tiles going to be?" This had already been decided—6″ x 6″. The children went out on the site of the Mexican house and measured a space 12′ x 9′. With cardboard cut 6″ x 6″ they actually laid out the entire area and counted to see how many tiles would be needed. But Robert said, "Real builders have an easier way than this." So we see children moving into a readiness for the use of multiplication and division and an understanding of linear feet and square feet! But many, many experiences with objective material are essential to develop the ability to understand the meaning of the process.

Teachers sometimes become impatient with these slow processes of learning. But on further consideration they are not slow. Through meaningful experience the learning of skills is not only motivated, but the learner is able to apply them in subsequent situations. The skills, then, are one facet of the totality of learning.

PERHAPS ECONOMY AS WELL AS EFFICIENCY MAY BE FOUND IN NEW TEACHING techniques, such as television and other audio-visual aids, but much remains to be demonstrated before full reliance can be placed on any of these devices. The role of these media may be significant in reducing somewhat the dimensions of the problem of our limited teaching force, by enabling us to use more effectively the time and strength of the teachers that we have. Their primary purpose is, however, to get one good lecturer before a large number of students, and this is already being done more or less satisfactorily in other ways. The development of these media, especially television, and the testing of their as yet unproved usefulness in formal education, seems to me to be well worth while, but I must admit that I still place reliance upon less spectacular techniques; e. g., individual study and self-instruction under guidance, counselling and motivation toward intellectual pursuits, and relief to teachers from the many clerical tasks that now take up too much of their time.—From a talk by ROBERT GORDON SPROUL, president, University of California, before American Council on Education 40th Annual Meeting, October 10, 1957.

By RUTH ROWE and ESTHER DORNHOEFER

Individualized Reading

A principal became interested in self-selection and individualized reading at a summer course. She suggested a first grade experiment with this way of teaching reading. The principal gives her newly-acquired viewpoint, and the first-grade teacher describes the experiment.

As a principal sees it

EVERYONE TALKS ABOUT READING. THE children will or they won't; they do or they don't. They're sick and tired of Peggy and Pat or Nan and Dan. Their backgrounds and experiences are all different, and no book applies or appeals to each. Why should it? There are many books. So let the child select his own! Gather as many as possible, at least a minimum of five books per pupil. Select books with widespread interest and difficulty, help each child to read, and watch him go!

The teacher must know the content and degree of difficulty of each book. He must know the individual abilities and handicaps of the children (all forty of them!) and consider the appropriateness of each book in terms of their reading preferences, tastes, needs, motivators, concerns and interests. The content must be worthy of inclusion from the literary viewpoint. With all this in mind, self-selection can proceed in either of two ways—the child may be given a free choice or he may be given a limited choice. A free choice may be more frustrating to the teacher than a limited choice. A child might select a book for any one of his own reasons only for the teacher to find that it is beyond his ability. But he chose it. He wants to read it. Should he be allowed to fail? Should he be tempted with a substitute? These questions inevitably go through the teacher's mind. If one is not too pressed by time and curricular requirements, the importance of such a problem is minimized. A child has selected a book beyond his ability to read. Is that not a normal occurrence? Browsing adults do it constantly. Are they discouraged? The child's interest in reading will not be destroyed if he is allowed to lay the book aside at will, unread. He will in due time select one on his level and will have gained by the process of elimination.

However, if the teacher must get things going because of external or internal pressures, the alternative of a limited choice can be used. In this the teacher, always conscious of the needs and abilities of the child, gives him his choice from a selected group of books with any one of which he would find success and an appeal to his interests. This is a more certain way of getting a child off to a quick, sure start and need have no serious limitations in a wholesome class atmosphere.

Learning Is Self Selected

The basis for self-selection of materials for reading is consistent with the nature of learning, since all learning is

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self selected. Forty children, or even ten, may be exposed to the same teaching, but that which is learned from the teaching is screened and stored according to the needs, interests and desires of the individual.

If the book is self selected, naturally the reading of the book must be individualized. Strangely enough this is the oldest yet the newest approach to learning. In the interim, we have wandered far. But in education we never reach our goals. The restless human mind is in constant search for better ways to accomplish that which may appear to be almost impossible, however desirable. The creative teacher is the key person in such searching. He has the vision of what should be and must feel freed in order that he may move along step by step, always alert to the reactions of pupils and aware that pupils and their needs come before any desire to promote or perfect a theoretically superior system. The child is a rugged creature and survives much, but only the sensitive teacher who understands the facts of child growth and development knows how far and how fast to move without threat to the child.

Conditions to Consider

Certain conditions make experimentation possible for the teacher. These include his own personality, technical skill, philosophy of education and of life, status with fellow staff members, community relationships, attitude of and toward the total administrative group, and over-all school climate. The teacher must not be bothered by fears and doubts because all the answers are not obvious the first time around. Undue pressure for specific results should be removed if a trusted teacher is to be given the opportunity to seek new and better ways. Other teachers and administrators must be willing to permissively go along with the experimenter, watching progress, helping with suggestions and evaluations. The experiment should unfold gradually, allowing the teacher to move along slowly, feeling his way and looking back occasionally to keep the retreat open in case of need.

The teacher is playing a new role and with it come new problems. With the individualized way of working, he must now find time in his crowded day to work alone with each of his forty youngsters. Solutions depend upon teacher ingenuity and local circumstances. Provisions must be made for constructive work for those who are not reading with the teacher at any given time. In schools where the staff works as a team there are opportunities for teachers to combine classes for certain types of activities, leaving one free for reading. Sometimes pupils from higher grades assist those children who are not reading by guiding their independent work.

This kind of reading program takes planning, imagination, enthusiasm and determination; but once the vision is caught, the problems can be surmounted.

As a teacher sees it

HOW WOULD YOU FEEL IF YOUR PRINcipal asked you to try self-selective reading in a classroom with forty first-graders? (Up to then the reading had consisted of the three traditional reading groups.) Your conscience may have bothered you when you thought of the advanced reader and the less advanced slow reader whose needs were not being satisfactorily met. You may have admitted to yourself and to your colleagues that five reading groups would be better; but with a curriculum that covered a wide latitude besides the basic reading, writing and arithmetic, it just didn't seem possible to extend the reading area. Much of this

went through my mind as the principal made her request. She was fresh from a summer course where she had been stimulated by a film* and a demonstration of self-selective reading by a teacher with a class load of forty first-graders. And so for a year I have been a teacher with approximately forty reading classes! As I look back it has been a wonderfully exciting, stimulating and rewarding period.

I'd like to tell you about it . . . for it *could* happen to you.

I started with several advantages. The parents in our school area are cooperative concerning school activities and experiments. During the entire year there was no dissatisfaction expressed over the reading program. The children were "freshly hatched" from kindergarten where they had had a year of varied, rich experiences. But best of all, the principal agreed to accept full responsibility if the experiment were a failure and to give me full credit if it were a success! Could anyone ask for more than that?

Resources for Books

Our first problem was reading material. Like most large educational systems we use basic readers plus limited supplementary material supplied by the Board of Education. But this was not enough for a class numbering almost forty. Besides, after a conference with the kindergarten teacher and through my own observation, it was apparent that the group ranged from exceptionally bright children to extremely slow learners. That meant a variety of pre-primers for the lower level and more difficult and stimulating material for the half dozen at the opposite end. The public library was a great help. Through its extension division I was able to order thirty books on the pre-primer and primer level which could be kept in the classroom as long as needed. Later they could be exchanged for other, more difficult material. Our own school library was, to a more limited extent, helpful. All in all, with the resources of the public library, school library and reading material supplied through the Board, we had a more than adequate pool to draw from.

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Adventure Begins

After three weeks of getting acquainted, of testing, and of group reading activities such as our daily classroom newspaper, we were ready for the plunge. I started with five children and read with each one individually for about five minutes. It was delightful! The droll little comments about the story or the pictures, the excitement of what would happen next, the joy of looking forward to tomorrow's story—all these made reading a happy experience for children and teacher. Each day I tried to add another "class" or two until by the end of the first ten weeks almost every child was coming up to me for reading. During those ten weeks it became a common experience each day for at least one youngster to come up and ask, "When will I get to come up and read?" It was something they all *wanted* to do.

At first the reading period lasted perhaps twenty minutes, but as the number of my "classes" increased it seemed advisable to split the reading period in half so that some of the children read before recess and the others after recess.

As soon as a child became a member of our individualized reading group he received a book folder and his own bookmark, each identified with his name. When a book was finished its title was entered in the folder as a record of

* Individualizing Reading Instruction in the Classroom (New York: Bureau of Publications, Teachers College, Columbia University).

achievement. This was taken home at the end of the year. A card file was kept on each child, listing the books read. This was a help to his next teacher. As soon as a book was finished it was taken home to be read to Mother and Daddy. This kept the parents aware of their child's progress. When mid-term reports went home it was gratifying to receive expressions of pleasure over reading progress.

One of the most delightful aspects of individual reading was the selection of a new book. The selection of four or five books on the child's reading level was usually made. From these he made his choice. While concentrating most of my attention on whomever I was helping, I was also watching the child who was choosing his next book. It was touching to see a book put aside as a good possibility and a moment later replaced by one that seemed more desirable. Sometimes it might take twenty or thirty minutes to make a final decision; frequently the decision was made faster for no matter how industriously a child would be working, his ears were always wide open to reading done by other children.

What were the other children doing while I was working with one? At first that had me worried, but it solved itself easily and naturally. The same type of independent activity used back in the era of the three-reading-classes was used here. Through it I could check what they were learning. It also gave the parents an opportunity to find out what their children were learning in the classroom. When assigned work was completed, the children were free to make use of books, puzzles, clay, chalk or paints.

Taking Stock

As the end of the first term approached it seemed advisable to take stock of this new reading experience. Was it worth while? Were the children progressing? Would the group method be better? I thought of Michael and Laura and Dorothy and Tommy—all of whom were mentally alert children and reading beyond their grade level. Would they be doing this in a *group* reading situation? What about Kathy and Sandy and Ralph who were at the opposite end of the ladder? True, they were still reading first and second pre-primers after six months . . . but they could *read* them with ease and enjoyment. They need not feel embarrassed about not keeping up with others . . . they need only keep up with themselves.

I found I could teach reading skills (phonetic word analysis and others) to each child according to his particular need in an individualized reading program. An uncontrolled reading vocabulary enabled children to go from book to book with more ease; they were not held down or pushed up to keep up with the average in the class. But most wonderful of all, the children actually read more books! In June, when I started tallying, I discovered that the fast-moving children had read between fourteen and sixteen books during the year. This count did not include the library books taken home.

Problems, Too

But selective reading also involved some problems. Many of the children were in primers and first readers. The stories were longer and took more time to read. It was now impossible to read with each child every day. I had tried taking half the group one day and the other half the next day, but the children didn't like it. "I didn't get to read today" was the complaint. Again I thought, "Oh, joy! They really *do* like to read. *This* is what I have been working for."

By this time, of course, I was almost sold on individual reading . . . except

for one thing. There is a certain sense of pleasure in sharing a story with your classmates . . . in other words, group reading. But if I added group reading to our individual reading, the day would be heavily overbalanced with language arts. And yet . . . the next teacher might prefer to use group reading and it seemed only fair that the children should have this experience.

After a conference with the principal this is what we worked out:

Helping One Another

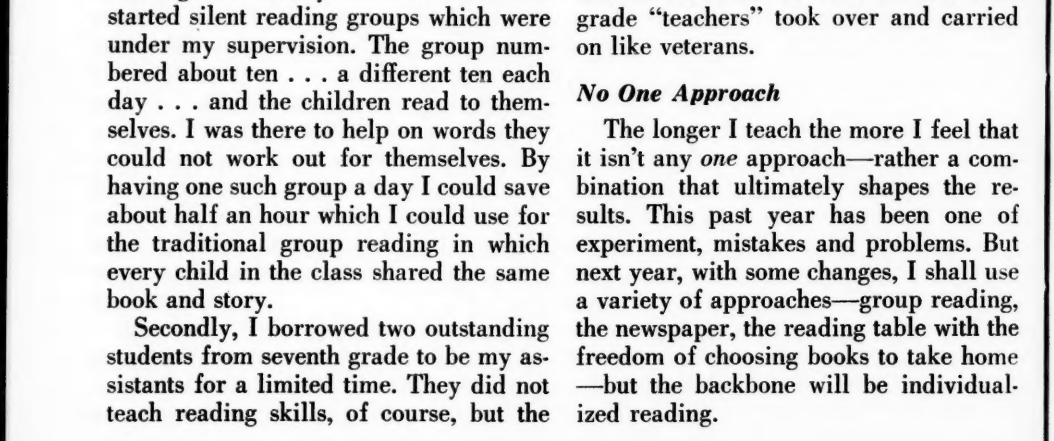
First, almost half the class had acquired enough ability and a large enough reading vocabulary to read alone. I started silent reading groups which were under my supervision. The group numbered about ten . . . a different ten each day . . . and the children read to themselves. I was there to help on words they could not work out for themselves. By having one such group a day I could save about half an hour which I could use for the traditional group reading in which every child in the class shared the same book and story.

Secondly, I borrowed two outstanding students from seventh grade to be my assistants for a limited time. They did not teach reading skills, of course, but the children read to them as they would to me. Both these girls thoroughly enjoyed their contacts with my children. Once a week Trudy and Lucille were unable to work with us and I decided some of the more able readers could be "teachers." Since helping one another is one of the basic tenets in my classroom, this seemed to be a good opportunity to extend the concept. Such a warm feeling crept over me as I watched these mites playing at being teacher. They knew exactly what to do, for they had learned from their own reading experience. It was a proud day in our room when conference visitors came to our school. That day Trudy and Lucille could not be with us. The first-grade "teachers" took over and carried on like veterans.

No One Approach

The longer I teach the more I feel that it isn't any *one* approach—rather a combination that ultimately shapes the results. This past year has been one of experiment, mistakes and problems. But next year, with some changes, I shall use a variety of approaches—group reading, the newspaper, the reading table with the freedom of choosing books to take home —but the backbone will be individualized reading.

Book Week—November 17-23



Courtesy, Children's Book Council, Inc.

By LOIS NEY NELSON

CLUES FROM CHILDREN

What are children saying, reading and writing? How are they encouraged? Does research suggest a way to interpret clues from children in planning a language arts program? A classroom teacher cites research and gives examples.

WHAT CLUES CAN THE PRIMARY TEACHER find in the speech of young children that might guide development of a language arts program? What are youngsters interested in verbalizing, reading or writing about? One child exclaims, "I like to read my own story 'cause I know what's comin' next, 'cause I said it!" What clues are present in the spontaneous reaction of this child toward reading his *own* expression of his *own* experience that might be utilized in organizing language activities on the primary level? Does research in language arts suggest a method of interpreting and utilizing these clues in curriculum planning?

Implications from research studies in language development as applied to the curriculum suggest that:

Language follows a developmental pattern (1, 3, 4, 6, 10, 13), proceeding from the aural-oral phase to the recognition (reading) and reproduction (writing) stage (2, 5, 11), implying that it is important to utilize the child's oral development on the primary level, perhaps delaying the introduction of reading and writing skills until the child shows readiness to cope successfully with these more advanced skills.

Children from the upper socio-economic groups are superior in linguistic ability to children from the lower occupational groups (1, 3, 6, 7, 10, 13), suggesting the importance of environmental influences and the value of rich classroom experience to supplement home experiences.

The function of language, indicated by the degree of egocentric and socialized speech, may vary depending on the age and the environment (4, 8, 9, 12), emphasizing the necessity of providing varied functional oral and written activities in the classroom.

A language arts program based on these assumptions was attempted in the fall of 1955 on the second-grade level. The first task of the teacher was to utilize the child's oral language by providing a variety of functional situations that would encourage conversation, discussion, speaking to an audience, choral speaking, dramatization and soliloquy. Although opportunities were provided for all these activities, the majority of the oral experiences centered around speaking to an audience and group discussion.

Oral Language Activities

Individual self-dictated stories formed one focal point for initiating the language arts program. The child dictating to the teacher created an informal speaker-audience situation in which both the one dictating and others present became aware of the social amenities attached to being a good speaker and a good listener. In this situation, the children were eager to verbalize their experiences and generally had sufficiently extensive vocabularies to express their ideas successfully. Dictation scribed by the teacher became the child's first contact with a written record. Reading was then a process of recognizing the printed sign that symbolized the dictation. Collectively, these self-dictated stories formed a progressive record showing individual oral language

development. One can see the language progression when early verbalization is compared with later dictation by the same child. In October a child stated:

All I did was ride my bike.

Later in the year he dictated:

Yesterday, I rode my bike down the street and my dog followed behind me. Peter and Mack ran in the house because they were afraid the dog would bite them.

Another child stated in his first story:

I didn't do anything. I just stayed home. I watched television all the time.

A month later, when the same child felt more at ease dictating, he exclaimed:

My grandfather and I went fishing last summer. I caught three little fish. There was a sign up that said whoever caught the big bass in the middle of the lake would get $50 worth of fishing equipment. I had him on my rod but when I fished him up, he fell off. Then we went home.

Although self-dictated stories met a child's individualized need to verbalize home and school experiences, group discussion and collective recording of ideas met another need in human development. Through group participation the children learned not only linguistic skills but problem-solving methods and democratic procedures. Group activities presupposed a background of common experiences which would insure common subject matter for discussion. The teacher's job was threefold: (1) To arrange rich experiences in the classroom that would stimulate linguistic expression; (2) to help the children understand the function of a discussion; (3) to develop skill in communicating facts objectively through records, reports, plans, directions and lists. If the teacher again served as a scribe, recording the group dictation, then the reading of the group record or report was merely a matter of recognizing the printed symbol that represented what had just been said. The children learned through this oral communicating and recording of ideas many of the writing skills such as organization of thought, sequence of events and objective recording of main facts with supporting details.

An illustration of a group report, which reveals the developing writing skills, is quoted below:

Digging Up the Soil

Monday, we dug up the soil in our garden. We spread the fertilizer and turned it over.

Tuesday, we raked the soil because it was lumpy. Mrs. Nelson took pictures of us.

Although group composition was most frequently expressed as a record or report of a group experience, lists, memoranda, plans, directions, summaries and descriptions were not uncommonly used by the children. The group often listed *Buildings We Need, Tools We Use* or *Words We Use in Writing.* Memoranda took the form of a daily reminder of the date or a notice of a coming event such as, "Don't forget your Red Cross money!" Plans appeared repeatedly when the group anticipated a coming event as, "We are going to Helms Bakery, May 10, on the bus." Directions were frequently expressed as recipes to be used in preparing cookies, ice cream or butter. The children occasionally used summaries to highlight the main processes observed on a field trip or to stress the conclusions reached following a science experiment. On occasion the youngsters would spontaneously describe an incident that had just happened in the classroom as:

A little black and yellow butterfly climbed on Larry's sweater. The butterfly was so stubborn, he wouldn't get off. He was comfortable, he wanted to stay there. He said, "Larry, please take me home with you."

Early Written Expression

The child's first attempt at manuscripting a story differed from the earlier dictated stories only in the method of recording. One can see similarities in context and composition of the early verbal records and the later written ones. In an early dictated story, a youngster told about Knotts' Berry Farm:

Yesterday, I went over to my cousin's house. And then I went to Knotts' Berry Farm and rode on the train.

I saw Indians and I went to Indian Town. And I went to Ghost Town.

We saw the seals and had something to eat.

We had popcorn and hot dogs to eat.

When the same child attempted to write the same event months later, he eliminated all but the most vital data:

Sunday I went to Knotts' Berry Farm and I went on the train. I had a hot dog.

Another child dictated a story about a fishing trip:

I went fishing and I caught a baby fish. And my Daddy caught two big fish. And we went fishing again and my Mommy caught a baby fish and my Daddy caught four big crabs. And we put them in the freezer, and we cooked them and ate them.

Months later he wrote about the same experience.

We went fishing and I caught a fish and we went home.

It was apparent that when the teacher scribed the children verbalized freely, but when hampered by writing skills they adjusted to the greater demand by shortening their stories significantly. One can see the importance of emphasizing oral language in the beginning, as it developmentally precedes and surpasses written expression during the first years in school.

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Although written expression develops more slowly than oral expression, the number of words used in writing steadily increases, the thoughts become more sequential, and the descriptions become more colorful toward the close of second grade. An illustration of the development of written language is included below. In November, a child wrote:

I went to the swimming pool. I dived off the diving board.

In the spring, the same child wrote:

On Easter Sunday we are going to have an Easter egg hunt and some candy with some baskets and a Mickey Mouse guitar too. And next we are going to Long Beach. We are going to the pike. We are going on the roller coaster and my sister will go on the little roller coaster. And next we are going home. My grandmother will eat over my house and I will have some ham sandwiches. Then, we will look at television and I will see "Long John Silver" and he will be a pirate. Long John Silver has a broken leg and he has a crutch. It was over at 8:00. We went to a drive-in and we saw "The Giant Squib." Next my mother bought me some candy at the stand and I went home.

Written composition also includes individual creative writing in which the child conveys his intimate feelings about a family member, friend or experience. Some children spoke in colorful terms, frequently including descriptive phrases in personal writing. One child described a hippopotamus at the zoo:

I had a hot dog.

A little hippopotamus opened his mouth just as he was hungry too.

(Continued on next page)

Another child used a simile in her story about the harbor:

The Harbor

My family and I went to the harbor.
We saw a boat and I saw a tug boat.
The tug boat blew his horn and then the big boat blew his horn too.
The big boat's horn sounds like Papa Bear.
The little boat's horn sounds like Baby Bear.

A third child employed a quotation in his story and added realism to his record:

My boy friend and I went bicycle riding. I ran over a tack and the back tire went flat. My boy friend said, "Hey Frank, your back tire is flat!"

Some of the children were keenly aware of nature and natural phenomena. They were alert to climatic changes and intensely believed that each of the elements carried a special message. These children were able to vividly capture the sound, feel and smell of each element if the teacher transcribed their dictation soon after the stimulating experience. In describing the rain they stated:

The rain feels like tiny fingers, tiny ants or drops of sugar on your arm.

It feels like buttons dripping from the sky.

In identifying with the wind, the children imagined the wind speaking to them:

I'm the Wind
I'm the one that blows the airplane high in the sky,
I'm the one that pushes the sailboats along the sea,
I'm the old, mighty wind,
I push everyone; I'm tired.

Creative expression was an important experience for many young children and an essential part of the language arts program.

This language arts program was suggested by clues from the children and based on research findings in this area. It was an attempt to create language activities that would more adequately meet the needs and develop the abilities of primary children in a classroom situation. The merits of the program were realized in the teacher's satisfaction and the children's enthusiasm for language arts.

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ARITHMETIC

By ESTHER SCHATZ

Esther Schatz, assistant professor, University School, Ohio State University, Columbus, reports a one-year study testing mathematical hypothesis in a first grade. This was done in collaboration with Nathan Lazar, professor of mathematics education.

Courtesy, Ohio State Univ., Columbus

Two in the middle and they can't get out . . .

IN WHAT CLASSROOM SITUATIONS DO CHILdren meet specific problems that necessitate mathematical concepts and operations? This was the first question we asked ourselves as we attempted to find out how to make arithmetic more meanful, interesting and challenging to children. Data gathered revealed that a need for knowing and using many arithmetical skills and operations could stem directly from problems that arose with everyday experiences of children as they worked and played together. The study has been focused on first grade with projected plans for continuing and extending research to include all elementary grades.

Selected anecdotes will illustrate the scope of these experiences and may suggest other possibilities to those wishing to "test out" the hypothesis in classrooms. While many skills were developed through need situations, the immediate goal was not skill but, a meaningful foundation of arithmetical understandings.

Computation with Meaning

In recording the daily lunch order, we discovered children sensed the importance of accuracy in computation. On some days the children present were counted. Another method was counting the boys and the girls separately and adding the numbers together. Since six children were seated at each table, frequently the lunch report was given in number of children present at each table. This gave the idea of column addition and gradually led to readiness for multiplication. If there were three tables with six children seated at each table and one table with five children, the total might be computed in a variety of ways:

"Six and six are twelve."

"Six more would be—eighteen."

"Five more would be—twenty-three."

"How do you know?"

"I just counted."

"I did it a different way. I knew that six is the same as five and one—so I just counted five, ten, fifteen, twenty, twenty-one, twenty-two, twenty-three."

To challenge further thinking and develop more understanding of the basic number system we asked, "If I didn't know any number beyond ten, could you tell me how many people are here?"

At first children were puzzled. Soon they recognized that it made sense to say that there were two groups of ten and three more. Later use of the words *twenty* or *thirty* immediately brought such responses as, "This means the same as two groups of ten or three groups of ten."

Awareness of Time

Awareness of time in group planning was evident as the children looked forward to birthdays, special holidays, programs, culminating events and other memorable occasions. A large calendar, an electric wall clock and a play clock with movable hands were used and referred to frequently. For some this was a readiness experience. For others this was an opportunity to learn how to tell time and to use a new skill.

Money

Collecting money for Junior Red Cross and other drives (or for special needs) gave opportunities for learning to make change, to count money and to record amounts collected. At first it was fun to see the money accumulate in the big glass jar. Later the question was, "How can we tell how much money we have collected?"

"I'll take out all the dimes."
"I'll count the nickels."
"Who will count the pennies?"

The thinking and cooperation of every child were challenged when they worked through the steps of finding out how much money had been collected. The children learned it was necessary to know the value of different coins and how to count nickels by fives and dimes by tens. After recording the amount of money in pennies, nickels, dimes and quarters, finding the total seemed complex to the children. With the help of the teacher in computing and recording the total amounts, they were able to comprehend the process.

Bakery Trip

In a study of foods, plans were made for a trip to a bakery. City maps were studied to find out where the bakery was located. The children learned it was too far to walk, and they suggested that parents might help with transportation.

"My mother has a station wagon that will hold nine or ten."
"Our car has room for six."
"How many cars will we need?"
"Let's put the numbers on the blackboard."

After giving careful attention to the car space available and to the number of people interested in going on the trip, arrangements were completed. Each child knew how he would travel to and from the bakery and how many children would be riding in each car.

Concepts through Action

Many music experiences furthered mathematical concepts. Understanding of *ordinal numbers* was reinforced as children sang and dramatized *The Five Little Pumpkins* and *The Twelve Days of Christmas*. In learning about the eight tones of the scale, musical notation and time signatures, children were *reviewing certain arithmetical skills* and placing them in a new and meaningful setting. "Two in the Middle," "Four in the Boat," and other singing games gave opportunities for illustrating computation through action.

Dramatization of familiar stories necessitated thinking about how many characters there are in the story and who should take each of the different roles. One favorite record told the story of *Noah's Ark*. Everyone liked to play the part of the animals hurrying to get into the ark as the record led them in singing, "The animals went in two by two—three by three—four by four—."

In planning for another dramatization the idea of *one to one representation*

came into children's thinking as they checked to make sure that there were enough cottontails for all the bunnies or enough beaks for the chickens. A *beginning concept of multiplication* was developed as the children attempted to find out how many carrots to make so that each bunny would have three carrots. Easter eggs for the bunnies to deliver created a *problem in division.* Two dozen eggs were to be divided among four baskets. A solution was reached by putting one egg at a time in each basket until all were divided. In discussing this procedure everyone began to see a shorter, easier way of working out this problem.

What Was Learned

With each successful problem-solving experience we seemed to grow more sensitive about ways to extend and enrich arithmetical meaning. We grew in ways to alert children to a realization of the many uses of numbers in their daily lives. We saw that whenever children had an opportunity to find out for themselves, they enjoyed thinking through and solving problems. If encouraged, the children liked to talk about how they solved a particular problem and frequently were surprised to learn many different ways in which it might be solved. As she listened the teacher grew more insightful about each child's needs and abilities. The children also profited from this exchange of quantitative thinking, and often it became a way of checking and verifying answers. We sensed the importance of record keeping. This enabled us to see the continuity of experience, the lacks and gaps which needed special consideration and attention. The inter-meshing of real and vicarious experiencing was vital in the development of each concept originating in a need situation.

How can vicarious experiences and devices supplement need situations and aid in the development of arithmetical understandings? While real situations and actual needs provided the springboard for a realization of the importance of mathematics in everyday life, it became apparent that certain follow-up experiences were desirable. Simple, easily understood arithmetical operations such as, "How can we *divide* sixteen children into two equal groups?" became complex when written with mathematical symbols and Arabic numerals. To bridge this gap and reinforce the learning that had taken place when children solved practical classroom problems, numerous devices and vicarious experiences were used. Checkers made excellent symbols. They could be manipulated in a variety of ways to show *grouping* and *computation* and *one to one representation.*

Experimentation and Discovery

Sometimes we would ask, "If you had eight lollipops to divide into two equal groups, how many could you put in each group?" Then we might suggest, "Now divide your lollipops into two groups that are not the same size."

"How did you divide them?"

"I have two and six."

"I made five and three."

This kind of experimentation and discovery often continued until everyone had explored a wide range of possible addition and subtraction combinations, including some aspects of multiplication and division. A large metal board with magnetic checkers was used in group discussion and summarization. The ability to "take in" a *small grouping without counting* developed through many experiences. With this facility children could solve problems more quickly and easily.

To supplement loose checkers, a counting rod with ten beads was introduced and used in solving simple *addition and subtraction problems.* Some of the ob-

vious advantages of this type of device was its ease of handling and distribution in the classroom. It kept ten beads together and enabled children to see many *different groupings*. Through their work with this counting rod children seemed to develop a new awareness of number relationships and a feeling of independence in their quantitative thinking.

"I know five and five are ten, so five and four must be nine."

"I have six pennies and I need four more, 'cause bus tickets are ten cents now."

"We had ten crayons in this new box and now there are only eight."

"Two are missing. Let's look for them."

Groupings and Place Value

At various times a device that would enable children to conceptualize *groupings of ten* and *groupings beyond ten* seemed necessary. To make this possible we provided a one-hundred-and-twenty-bead counting frame and abacus combined into one device called an "abacounter." With this concrete aid, more advanced addition and subtraction problems were readily understood. *Place value* was clearly demonstrated. "Long way" and "short way" were terms that appropriately expressed the child's view of the difference between representing a number on the counting frame and then showing the same number on the vertical rods where one bead might represent ten. For example, eight rows with ten beads on a row and one row with seven beads would be eighty-seven the long way, while eight beads on the tens rod and seven beads on the ones rod would show eighty-seven the short way.

Working with objects in this way was a challenging and interesting game that everyone enjoyed. Through practice the children grew more skillful, developed understanding and appreciation of larger numbers, and learned about place value and symbolism. Sometimes we encouraged children to make other new applications of what they had learned by asking, "Who can show this many in still a different way?" Responses included the arrangement of new groupings such as three rows of seven beads for twenty-one in place of two rows of ten beads and one row with one bead. Other suggestions included the use of other things in the room, Arabic numerals and a paper and pencil abacus.

While the idea of ten as the base of our number system was developed through many different experiences it also seemed important to recognize the functional use of other natural groupings. Two, five and twelve were identified and projected in terms of their particular use. Often one child's observation would sharpen another child's thinking as each one eagerly added his idea to the growing list. Included in the record of places where twelve is an important grouping were the clock, the months, a dozen and the inches in a foot.

Measurement

Baking cookies for a class party, drawing plans for a wood project and balancing an aquarium were just a few of the group activities which created a need for some understanding of measurement. To make this experience as rich and meaningful as possible, we collected quart measures in various shapes, different kinds of standard measuring cups, rulers and tape measures. A small kitchen scale, an assortment of packages and objects that could be weighed and compared in size and some standard pound weights afforded opportunities for added experiences with measurement.

Learnings Lead to MORE Learnings

To the child who had developed some sensitivity about numbers and number

relationships, the elementary classroom was full of things that suggested groupings and natural divisions and invited estimation, measurement and computation. The calendar on the wall, the clock and the thermometer were used daily. Books on shelves, pencils and crayons in jars and boxes were familiar groupings. Chairs and tables necessitated the division of children into one special kind of organization. Assigning locker numbers, locating pages in books and finding other rooms in the building by number created a real need for reading and recognizing Arabic numerals. Windows and window panes, selected games, the speed indicator on the record player, the radio dial and many other pieces of regular classroom equipment had a mathematics potential.

Follow-up practice and vicarious related experiences, after motivation by need situations, made sense to children and to teachers. They were highly valued for their practical use and gave the satisfaction that comes from a real feeling of achievement. Indirectly one learning led to another to build an organized content for our mathematics program.

What is the place of symbolism in the development of arithmetical concepts and operations? In this pilot study we were testing the hypothesis that computation with numerals should wait until analogous operations with physical counterparts had been thoroughly understood and mastered and, even then, not until the symbol as a means of recording numbers had been used extensively. The data shows clearly that de-emphasis of symbolism does not interfere with problem solving and does in fact encourage children to discover solutions for themselves and to generalize from their experiences. This approach tends to minimize teacher explanations and to discourage rote learning and over-reliance on memorized facts.

Recording Ideas

The symbol can have a significant and important place as a means of recording ideas and operations in the early elementary grades. Suggestions from the teacher about the written form of certain addition and subtraction problems will enable children to become familiar with and later to engage in similar operations. This kind of gradual introduction to symbolism tends to avoid many of the complications that occur when children are confused by too much symbolism and too little attention to meanings.

Inherent in our thinking were an expected decline in children's reliance on devices and objects and an expected increase in the use of symbolism as their level of readiness enabled them to take this step. Our study thus far has proved these to be valid expectations. More research and study are needed to help us know how children move from one level to another and how we can help them learn to use symbolism with real understanding. There is much to be learned about the inter-relationship of reading and arithmetic, writing and arithmetic, and arithmetic as it functions in all areas of learning. These relationships are vital to the improvement of instruction in arithmetic. We also need to re-think our present methods of testing arithmetical concepts and operations in terms of what we know about the confusions that stem from too much symbolism and from a too difficult reading vocabulary that may interfere with the child's comprehension of the problems involved.

Children can understand and enjoy mathematical experiences. It takes time to build meaningful concepts. It takes ingenuity to use situations creatively in the development of arithmetical understandings. But it is well worth the concentrated effort of any teacher.

By EDWARD A. WELLING, JR.

Concerns for Children Are World Wide ...*In Venezuela*

ESCUELA BELLA VISTA HAS 400 STUDENTS. Eighty-five per cent of these are from the United States of North America. The remaining fifteen per cent of the student body is made up of children from twenty-one different countries. They possess little or no knowledge of English when they enter the school.

Faculty members are from the United States and Venezuela. Choice of an applicant is based upon three years of successful teaching experience and a bachelor's degree. Collectively, the twenty-three faculty members have lived, worked and travelled in North, Central and South America, Europe and Asia. Such a diversified faculty provides the school with an unofficial guidance person for every child in the school, no matter where his native land may be.

Grade Placement

Grade placement of entering students poses one of the school's most important problems. Every attempt is made to be as certain as modern psychometric measures and guidance techniques allow in the original placement of a child. While students from the United States generally bring transcripts with them, these are not always adequate to form a sound basis for placing the child in a specific learning group. Many other factors are taken into consideration. One of two alternate procedures is completed before a student from the United States is placed in a permanent group.

Transcript and health records from the school attended in the United States are carefully examined.

The child is asked, in a general way, the types of work he has been doing in the core subjects.

If it appears from the child's previous academic record, the health record and the interview that he possesses the necessary background to become a well-integrated member of the same grade in the United States, then the child is placed in the corresponding grade on a two-week trial basis.

If the child's transcript, health record and interview do not clearly indicate that he will succeed on the same grade level as the one he transferred from in the United States, then further steps are taken.

A verbal group intelligence test is administered.

A general standardized achievement test is given.

The results of these tests are correlated with the background material. The child is then assigned to the grade where his chances of becoming a successful, well-adjusted member of the group are greatest.

During the initial time the child is in his class, the teacher makes careful note of any qualities of work that point toward either correct or incorrect grade placement. At the end of the trial period, the core teacher and all departmentalized teachers (music, manual arts, homemaking, Spanish, physical education) give an independent appraisal of the student's individual characteristics and abilities that indicate the child's possibilities for succeeding in his assigned grade. If these reports indicate a high possibility of success, the child is permanently assigned to that grade. Should the teachers not agree to placement of the child (here special emphasis is placed on the core teacher's recommendation), a second achievement test and an individual intelligence test are administered. The child is permanently assigned to a grade on the basis of a comparative study of the achievement test results, the indicated intelligence quotient, teachers' recommendations, maturity level and physical development of the individual.

Transfer Students from Other Countries

All children who enter Escuela Bella Vista from schools other than those in the United States (or from United States sponsored schools) are interviewed with their parents. The level on which the child was studying is carefully discussed. A comparison is made between academic areas covered in the previous school and offerings at Bella Vista on the same grade level. An achievement test in basic arithmetic skills and a non-verbal intelligence test are given and the results carefully analyzed.

A member of the Spanish department interviews the child informally to determine his fluency, reading rate and comprehension in Spanish. (All children in Escuela Bella Vista are required to study the Spanish language and the social studies of Venezuela.)

Assignment of the child to a grade level (on a two-week trial) is then based on the

Edward A. Welling, Jr., is superintendent-director of Escuela Bella Vista, Maracaibo, Venezuela, South America.

above, his physical development, emotional maturity and social poise. Permanent assignment follows the successful completion of the trial period.

Special Considerations

Escuela Bella Vista has many of the same curriculum and guidance problems of any school its size in the United States. The inherent difference lies in the fact that the students here must learn not only English but also Spanish, the language of the country in which they are presently living. All children are guided with extra care during their first six months in the school. Children new to Venezuela receive special tutoring in Spanish. Children from Latin countries and Europe receive special tutoring in English.

The assignment of every child to a permanent group, with needed dual language instruction, has proved of great value in developing a sound over-all personality structure.

Parent-Teacher Conferences

Parent-teacher conferences are encouraged. In addition to the regularly scheduled conferences throughout the year, parents feel free to discuss their children's problems with the teachers at any time. Here are two examples:

Hilda comes from Germany. She has been in Venezuela for two years and speaks fluent German and Spanish. She spoke no English when she entered this school four weeks ago. After the original interviews and tests, she was placed in the fifth grade, spending one hour a day with a second-grade group learning basic English. The teacher of this second-grade group has spent two years in Germany. Her knowledge of German has done wonders for Hilda's confidence. Now, at the end of four weeks, Hilda has a vocabulary of nearly 200 English words and is gradually finding her place in her own group. In this short period her mother has met with the teachers four times.

Francisco, from Venezuela, entered kindergarten five years ago. He was immature and unable to find his place in the group. During his kindergarten year, he constantly fought following directions or taking part in class activities. His only contribution was to take out his frustration in an abusive manner on everyone, including the teacher. After four years with his original group, he is beginning to be a well-adjusted member. The intervening years have taken a great deal of patience and work on the part of his teachers, with the full cooperation of his parents.

These meetings between parents and teachers strengthen the natural, close tie of the home and the school.

Conclusion

A retardation rate of five per cent; the intermingling of the English and Spanish languages in athletic games; scouting activities, class activities and school activities such as the annual Christmas pageant; 600 conferences between parents and teachers in the last school year—each of these facets of the working plan at Escuela Bella Vista, taken individually or collectively, indicates that the principles followed in United States schools may be successfully utilized, with adaptations, in one school outside the continental U. S.

The children here enjoy an unusual opportunity to mingle with children of widely divergent national and ethnic backgrounds. This opportunity, in turn, increases the school's responsibility to each child. The foundation on which this broad experience is built must be sound. How well the charge of supplying this base is fulfilled will determine the degree of success these children will have in meeting tomorrow's challenges.

ONE CHILD'S INTERPRETATION OF THE "PLEDGE OF ALLEGIANCE":

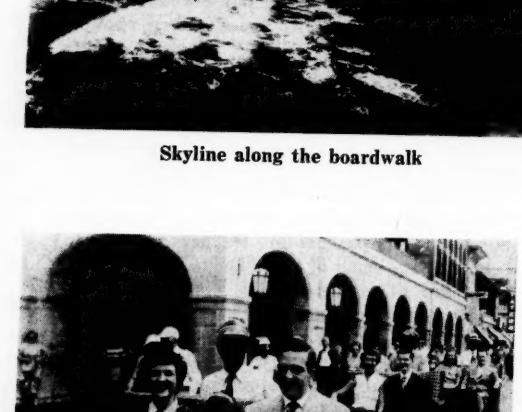
I play with my legions
And the flag of the United States of America,
And with the Republicans for which it stands,
For one nation in its misery,
With liverity and custard for all.

Skyline along the boardwalk

1958 ACEI STUDY CONFERENCE

Atlantic City, N. J.

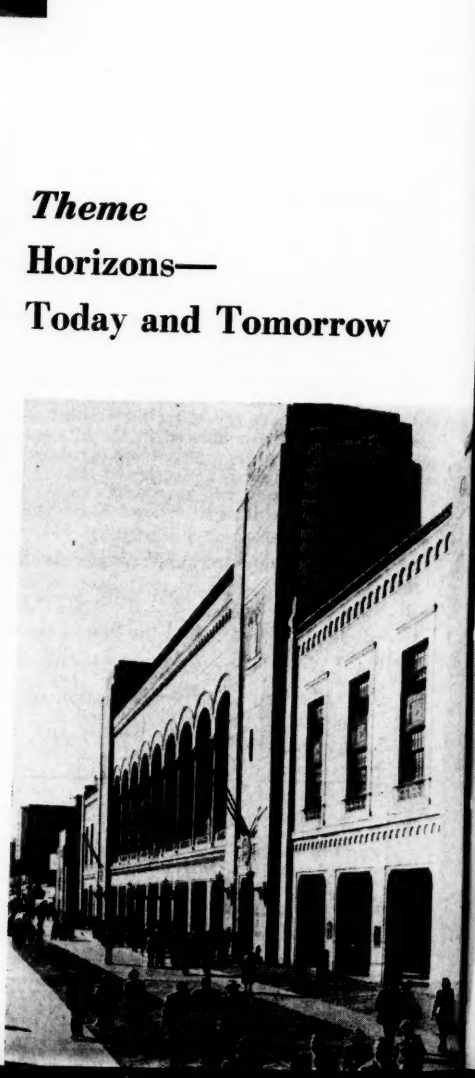
April 6-11



Sightseeing

Theme

Horizons—
Today and Tomorrow



Convention Hall

For information write: **ACEI, 1200 15th St., N. W., Washington 5, D. C.**

NEWS and REVIEWS

News HERE and THERE . . .

By FRANCES HAMILTON

ACEI Committees—1957-1959

During its meetings in April and June of this year, the ACEI Executive Board created several new ACEI committees and appointed new biennial chairmen and members to committees already established.

The newly established committees, their chairmen and their purposes are:

SPECIAL KINDERGARTEN

Chairman: Lorraine Sherer, Los Angeles, California

Purposes: To prepare a leaflet, written in easily understood style, describing what a good kindergarten is; identifying facilities that are necessary in a good program for children of this age; spelling out practices that are detrimental to children; describing the training needed for a good kindergarten teacher.

RESEARCH

Chairman: Robert Fleming, New York, New York

Purposes: To stimulate and assist ACEI membership to make maximum use of existing research in solving current problems; to encourage the use of a research approach to the solution of problems affecting the welfare of children; to encourage the cooperation of other groups in planning major research.

TEACHER EDUCATION

Chairman: Amy Hostler, New York, New York

Purposes: To prepare a comprehensive statement on an education program for teachers in the nursery-kindergarten-primary field with information on present college and university requirements.

New chairmen and members were appointed for 1957-1959 to these committees:

CHILDHOOD EDUCATION BOARD OF EDITORS

Chairman: Alberta L. Meyer, St. Louis, Missouri

BOOKS FOR ADULTS

Chairman: Elizabeth Klemer, San Diego, California

BULLETINS AND PAMPHLETS

Chairman: Helen Cowan Wood, Fresno, California

1959 NOMINATIONS

Chairman: Erma Noble, Grand Rapids, Michigan

Purpose: To prepare a slate for the 1959 election of a president, a vice-president representing nursery school education and a vice-president representing kindergarten education.

Chairmen of Standing Committees who assumed their responsibilities upon election to the Executive Board are:

Hazel Gabbard, chairman, NURSERY SCHOOL EDUCATION

Neva Ross, chairman, KINDERGARTEN EDUCATION

Changes

JAMES L. HYMES, JR., formerly of Peabody College for Teachers, Nashville, Tennessee, and former ACEI vice-president representing nursery school education, has accepted the position of professor of education and director of the Nursery-Kindergarten Laboratory School, University of Maryland, College Park.

MARGARET GILL, formerly of the faculty of Southern Methodist University, Dallas, Texas, is the new associate secretary of the Association for Supervision and Curriculum Development, NEA.

Cooperation with Other Organizations

An important step in furthering the success of the ACEI *Plan of Action for Children* is continued cooperation with other organizations concerned with the education and well-being of children. A letter from the president of the Bluefield, West Virginia, ACE states that this Branch, the American Association of University Women and other organizations have been asked to work together to assist the local Public Library in selecting good books for children in elementary school.

Here is an answer to the question "What can we as a Branch do to implement the *Plan of Action?* How can we cooperate with other organizations?"

(Continued on next page)

This particular activity also illustrates another way in which ACEI publications can be used—*Bibliography of Books for Children* and *Children's Books for $1.25 or Less* were used in selecting the books.

Office of Education Appointments

U. S. Commissioner of Education Lawrence G. Derthick has announced the appointment of STUART E. DEAN as specialist for organization and administration of elementary schools.

Another appointment in the Office of Education is that of MARY HELEN MAHAR to the position of specialist for school and children's libraries in the Library Services Branch.

LILLIAN GORE, on leave of absence from the position of supervisor in the Montgomery County, Maryland, Schools, joined the staff of the Office of Education on October 1 to serve as a consultant in elementary education. She serves as vice-president representing kindergarten education of the Montgomery County, Maryland, ACE.

Deaths

Word has come of the death of two valued and long-time friends of ACEI. EDWINA FALLIS of Denver, Colorado, and MARY HADDOW of Youngstown, Ohio, both passed away in September. Miss Fallis, a life member of ACEI, taught for forty-two years in the public schools of Colorado. She served as a committee member and participated extensively in many other phases of the work of ACEI. She was a member of the Equipment and Supplies Committee and was nationally known for her development of educational toys and for the books she wrote.

Mary Haddow retired in 1950 after forty years of service in the Youngstown, Ohio, schools. For many years she was active in ACEI and was a strong and good influence in the Youngstown ACE. She contributed to the work of ACEI by serving on committees and participating in many study conferences.

ACEI Center Project

Net Receipts, October 1, 1957	$ 57,283.62
Goal	$225,000.00

ACEI's current *Plan of Action*, developed and adopted by Association members, stresses the importance of working for a permanent Headquarters Building. In the section headed "This We Can Do" individual members, State Associations and Branches are reminded of their responsibility in these words: "Work for a permanent ACEI Headquarters Building, a center through which the Association can serve the interests of children."

Each person and each group can thus "serve the interests of children" by giving a special 1957 contribution to ACEI's Building Fund. Each person and each group can thus have the satisfaction of helping to transform a mere plan into effective *action*. (See blank below.)

----------*(Sign, clip and mail form NOW with your gift)*----------

GIFT TO ACEI BUILDING FUND

(Gifts to ACEI Building Fund are Tax Exempt)

Date .....

To ACEI, 1200 Fifteenth St., N. W., Washington 5, D. C.:

I hereby give to the Building Fund of the Association for Childhood Education International, a corporation organized under the laws of the District of Columbia and now having office at 1200 15th Street, N.W., Washington 5, D. C.

the sum of ..... $.....

$..... enclosed. *(Branches using this form, please add name and location of branch at bottom of form.)*

Signed .....

Address .....

City ..... Postal Zone ..... State .....

Books for Children . . .

Editor, ALICE L. ROBINSON

The following books were reviewed by RUTH GUE, *elementary supervisor, Montgomery County Public Schools, Maryland:*

YOUNG MEN SO DARING—FUR TRADERS WHO CARRIED THE FRONTIER WEST. *By Vera Kelsey. New York: Bobbs Merrill Co., Inc., 468 4th Ave., 1956. Pp. 288. $2.75* This is a story of four daring young fur traders who, in their search for beaver, played important roles in exploring and opening the western lands of North America. Peter Pond, the Connecticut Yankee, traded furs, mapped the vast area of North America from the Great Lakes to the Rocky Mountains, and traced the line which became the International Boundary. Manuel Lisa, a Spaniard from New Orleans, opened up the Missouri River and Rocky Mountain trade. John Jacob Astor, the German immigrant, explored and traded west of the Rockies and established Astoria at the mouth of the Columbia River. Jim Bridger, a Scot from Virginia, trapped from Mexico to the Arctic. These four courageous men, working independently in their pursuit of a small but valuable fur-bearing animal, explored and mapped much of the Oregon Trail over which thousands later made their way to the Pacific Northwest. Boys and girls of *12 and up* will be highly interested in these exciting stories of true adventure. A bibliography of thirty-seven comparatively recent books about the Oregon Trail and fur traders and an index are included.

MR. JUSTICE HOLMES. *By Clara Ingram Judson. Illustrated by Robert Todd. Chicago: Follett Publishing Co., 1000 W. Washington Blvd., 1956. Pp. 192. $3.50.* This fascinating story which reads like fiction is the authentic biography of a great American who spent much of his life in studying law and in showing that law is not a static thing but rather a dynamic, fluid process. From his boyhood days in Boston, through his student days at Harvard University and his service in the Civil War, his interest in law grew. Along with this interest was a deep conviction that laws must change to fit the changing times and the needs of the people. Through his warm human understanding and his "genius with the written word," Justice

Holmes gave people a new idea of law—not old rules, but a growing, changing thing, helpful in each day's needs. A number of black and white drawings illustrate the text. *Ages 12 and up.*

LANDS OF THE BIBLE. *By Samuel Terrien. Illustrated by William Bolin. New York: Simon & Schuster, Inc., Rockefeller Center, 630 5th Ave., 1957. Pp. 97. $3.95.* Through narrative language accompanied by both black and white and brilliantly colored photographs and through many full color three dimensional-effect maps, the author presents a vivid and exciting picture history of the Holy Land and near-by places and people. He writes of events in Palestine, Egypt and the Middle East which date back to about 2000 B. C. and continue on up into the present time. This attractive book will provide fascinating reading for children *12 years and older.* Grown-ups will enjoy it also.

COCO IS COMING. *By Betty Peckinpah. Illustrated by Mariana. New York: Lothrop, Lee & Shephard Co., Inc., 419 4th Ave., 1956. Unp. $2.50.* Coco, a delightful little clown and his two friends—George Pig, the dog, and Christmas, the donkey—loved children; and how the children loved them! They liked to ride in circus parades and wave to the children who stood along the streets waving back. One day Coco and his friends went to the big white building which was the children's hospital on the edge of town. They wanted to make the children laugh and help them get well faster. Told to "move on" by "a man with a mouth that turned down," Coco went straight to the President of the United States of America and was given permission to make the children in the hospital laugh. And that is just what he did! Softly colored pictures accompany each page of the story and are as delightful as the text. *Ages 4 to 8.*

IF I WERE CAPTAIN. *By Louise Lee Floethe. Illustrated by Richard Floethe. New York: Charles Scribner's Sons, 597 5th Ave., 1956. Unp. $2.50.* A story book half finished, a comfortable chair and an old sailing ship on the mantle over a lighted fireplace are reasons enough for a boy to sit dreaming of all the things he would do and see if he were to travel to unknown lands and

far away places. In his imagination this boy becomes captain of the ship in full command of the situation. Unafraid of pirates and raging storms he is welcomed by Indians with feathered heads; discovers new seas; visits strange lands of Rajahs, pearl divers and turbaned desert bands; and is at last welcomed home as a "fine brave boy." Reading the story rapidly and then going back to enjoy the detailed illustrations will delight children of *ages 5 through 8.*

THE FIRST BOOK OF THE AMERICAN REVOLUTION. *By Richard B. Morris. Illustrated by Leonard Everett Fisher. New York: Franklin Watts, Inc., 699 Madison Ave., 1956. Pp. 67. $1.95.* What a revolution is, how the American Revolution differed from other revolutions, the men who led the struggle, and how and where the war was fought are included in this stirring account of how the American colonists fought for and won their independence. The great ideals for which the American Revolution was fought, while evident throughout the story, are presented clearly and precisely in the part of the text which explains what the American Revolution meant in 1776 and what it means to us today. Children from *10 to 14 years of age* will be highly interested in this accurate account of Revolutionary history. Two maps and a number of pictures add to the vividness of the text.

The following books on science were reviewed by GLENN O. BLOUGH, *associate professor of education, University of Maryland, College Park:*

PREHISTORIC ANIMALS. *By Sam and Beryl Epstein. Pictures by W. R. Lohse. New York: Franklin Watts, 699 Madison Ave., 1956. Pp. 210. $3.95.* This is more than a description of the terrible lizards and their companions. It is a history of the development of life on the earth, as well as an explanation of how our knowledge of the extinct species has developed and how scientists continue to work at the job of unraveling the mysteries of life and its changing nature. It is a good resource for answering questions about ancient animals, adaptations of living things to their environment, how animals become extinct and how changes of life have come about. Included is a good index. *Ages 12 to 15.*

ROCKS AND MINERALS AND THE STORY THEY TELL. *By Robert Irving. Illustrated by Ida Scheib and with photographs. New York: Alfred Knopf, 501 Madison Ave., 1956. Pp. 175. $2.75.* There are some other books about this subject, but this one has little to do with identification. Its purpose is to develop the understandings related to formation, uses, methods of obtaining, and structure of our earth's mineral and rock stores. Children from *9 to 12* will like what they learn from reading this book, and many of them will be inspired to look around and see for themselves the things described in it.

THE ADVENTURE BOOK OF INSECTS. *By Alice Gray. Illustrated by Joseph Sedacca, Charlotte Howard and author. New York: Capitol Publishing Co., 737 Broadway, 1956. Pp. 93. $2.75.* After an enchanting introduction about insect superstitions and myths that will make you laugh and wonder, Alice Gray, a staff member of the Department of Insects and Spiders of the American Museum of Natural History, gets straight to the business of introducing the reader to the importance of insects, their adaptations to their environments, their growth and development, and much, much more interesting information about these numerous creatures. There's a good section on collecting, with a real scientific approach that will appeal to boys and girls; a chapter on classifying that will make sense to children who want to know about how and why animals are grouped; and an unusually good section on identification which introduces children to a scientist's way of doing things. This book and *Insects and Their World* (John Day) will be good companions to the many children from *ages 9 to 12* who want to know more about six-legged creatures.

PICTURE BOOK OF THE SEA. *By Jerome S. Meyer. Illustrated by Richard Floethe. New York: Lothrop, Lee & Shephard, 419 Fourth Ave., 1956. Unp. $2.50.* Children who have used with satisfaction the other picture-science books of this author will welcome this book that introduces them to the nature of the sea and its life. The book tells how ocean currents act, how we can measure ocean depths, what the tiniest and greatest ocean creatures are like, what plant life is and does and what is on the ocean's floor. It will open the eyes of many *8 to 12 year olds* to the sea's wonders.

Books for Adults . . .

Editor, ELIZABETH KLEMER

POSITIONS IN THE FIELD OF READING. *By Kathryn Imogene Dever. New York: Bureau of Publications, Teachers College, Columbia University, 1956. Pp. 165. $4.25.* This book is the result of an extensive effort to obtain a detailed and organized picture of various types of jobs in the field of reading.

Replies to questionnaires or job description forms were grouped into four major types of positions: special teachers of reading, supervisory reading specialists, reading specialists in higher education, specialists in reading clinical work. Analyses of various aspects of each type of position were made: types of duties performed, time devoted to reading and/or other work, educational groups with which work was done and extent of individual and group work, professional education of respondents, how positions were obtained and qualifications required, further qualifications thought necessary or desirable, satisfactions and dissatisfactions with jobs, salaries. Case studies of representative individual positions in each of the groups are also presented. *—Reviewed by Emery P. Bliesmer, assistant professor of educational psychology, The University of Texas, Austin.*

THE ELEMENTARY SCHOOL TEACHER AT WORK. *By George C. Kyte. New York: Dryden Press, 31 W. 54th St., 1957. Pp. 530. $5.25.* Here is the field of elementary education with information brought up to date in a concise and interesting manner. It is valuable for those planning to teach and for those in the field.

Chapters devoted to subject matter are brief and give a general view of the areas. The purpose of the subject and information as to the program of instruction are given. The program is well stated and one is surprised to find how much detail and how many illustrations are included. References at the end of these chapters will be welcomed for a more expansive study.

Having surveyed the fields of instruction, there are valuable chapters on planning, management, and discipline. In considering planning, the reader is made aware of the complete process as he is led step by step through the

procedure. The chapter on organization and management gives an awareness of details vital to one planning to teach, while the section on discipline is approached from the standpoint of democratic control.

This is a book for those who desire an overview of the work of the elementary school teacher or, as the author states, a "concise view of evolving modern elementary education."—*Reviewed by* DOUGLAS L. BAKER, *associate professor, elementary education, San Diego State College, California.*

PUPPETS AND PLAYS, A CREATIVE APPROACH. *By Marjorie Batchelder and Virginia Lee Comer. New York: Harper & Bros., 49 E. 33rd St., 1956. Pp. 241. $4.* This book contains valuable information for initiating puppetry with children. It provides historical background and deals with creating the puppets, the play and the final presentation. Photographs of puppets made by children offer visual help to those who want to experiment. Its emphasis on *creative playmaking* and its specific suggestions for developing creative dramatics lift this out of the class of other books on puppetry.

A thoroughly informative and enjoyable reading experience, this book can be used for hours on end as one studies it closely for specific help in the construction of puppets. The detailed description of projects and the selective bibliography are helpful. Even novices can venture into the field of creative language arts with the help of this book.—*Reviewed by Betty Dietz, Brooklyn College, N. Y.*

CREATING MUSIC WITH CHILDREN. *By Alice M. Snyder. New York: Mills Music Co., Inc., 1619 Broadway, 1957. Pp. 64. $2.50.* The author sees music as much more than singing. In stressing creativity she offers a wide range of activities. Her clear description of activities; excellent protographs of children participating in music; suggestions for the books, songs, records and films make this a practical handbook. The author relates music to all other curriculum areas—even science and mathematics—and makes it a living thing to be enjoyed all day long. Ways to set up a music center which will motivate children to learn to read music and to experiment are suggested. Teachers are helped to assume their responsibility for assisting parents and teachers to select good music for listening. The bibliography is selective.

This book is written by a person who obviously has had exciting musical experiences with children who responded joyously. Its spirit is contagious. Those of you who have been afraid to venture into teaching music, take heart. Read this book and experiment right along with the children.—*Reviewed by* BETTY DIETZ.

WORKING WITH CHILDREN IN SCIENCE. *By Clark Hubler. Boston: Houghton Mifflin Co., 2 Park St., 1956. Pp. 425. $5.50.* One of the notable characteristics of this book is its orientation toward first-hand and practicable science experiences. Almost everything mentioned is susceptible to a direct and pertinent application to the instructional problems in science faced by elementary school teachers.

Hubler's organization should prove useful for both inexperienced and experienced teachers. Much attention is devoted to ways of initiating science activities, answering children's questions, finding and devising science equipment, conducting experiments, and other related considerations essential to a thorough science program.

Persons who are hesitant to begin instruction in an unfamiliar subject-matter area should find the science subject-matter chapters conducive to their psychological security, since many questions and difficulties that often arise within these areas are previewed and explained. Science subject-matter areas include air and weather, chemical changes, rocks and soil, living things, magnetism and electricity and sky study.

A carefully chosen and comprehensive bibliography, with recommended reading ages, is an additional aspect worthy of careful appraisal.—*Reviewed by* PETER C. GEGA, *assistant professor of education, San Diego State College, California.*

MORE THAN SOCIAL STUDIES. *By Alice Miel and Peggy Brogan. New York: Prentice-Hall, 70 5th Ave., 1957. Pp. 452. $5.95.* The authors present a comprehensive program of social education designed to (1) help children maintain continuity in feeling good about themselves and others, (2) extend their life-space, (3) develop competence in democratic problem solving and (4) build socially useful meanings. The approach is a refreshing departure from the preoccupation of many educators with the teaching of the fundamentals in the social studies. The authors demonstrate that the child's life-space cannot

be enlarged in a meaningful way by dependence upon a preplanned, rigid course of study. The volume contains specific examples which indicate that the child's life-space contains many valuable learning experiences which occur in daily living and which cannot be predetermined. History and geography are not neglected; they are, however, considered in a learning context which includes the child's present, personal environment.

In an excellent critique of unit teaching, the authors describe a program which rescues unit teaching from the formal, Herbartian pattern followed by numerous teachers today. They have succeeded in defining a program of social education in terms of a carefully articulated program for the elementary school. The approach reflects a mental hygiene point of view. The recurring theme of the volume reflects the idea that to develop increasingly mature meanings for human existence, the child must have good feelings about himself and others. The volume contains many helpful suggestions for the teacher.

The authors believe their approach involves a new giant step in education. Their point of view merits careful reading by every student

in the education of the elementary school child.—*Reviewed by* CLIFFORD D. FOSTER, *assistant professor of elementary education, San Diego State College, California.*

MENTAL HYGIENE IN ELEMENTARY EDUCATION. *By Dorothy Rogers. Boston: Houghton Mifflin Co., 2 Park St., 1957. Pp. 497. $5.50.* Of the many recent books on the mental hygiene aspects of the modern elementary school, this is by far the most comprehensive in its coverage, without becoming superficial or trite. Briefly, the book covers the psychology of elementary school teaching from the standpoint of the child's as well as the teacher's personality, the main emphasis being in the areas of social psychology and educational sociology. The reviewer considered only two small sections to be somewhat limited, the discussion on formal techniques of child study and that on exceptional children.

Of most importance is the fact that the book is up to date and to be recommended highly to people who are concerned with elementary school children.—*Reviewed by* BJORN KARLSEN, *associate professor of education, San Diego State College, California.*

Bulletins and Pamphlets

Editor, HELEN COWAN WOOD

THE INTELLECTUALLY GIFTED. *Boston: Porter Sargent Publisher, 11 Beacon St., 1956. Pp. 46. $1.* Six articles by outstanding workers in the field of the gifted child are presented in this bulletin which is reprinted from *Special Education for the Exceptional,* edited by Frampton and Gall. With the extensive bibliography and lists of agencies and periodicals in this field, this pamphlet makes an excellent starting point for a study of current thinking and research on this problem.

The following were reviewed by MARY ALBERTA CHOATE, *assistant professor of education, University of Oregon, Eugene:*

WHY CHILD LABOR LAWS? *Washington, D. C.: U. S. Department of Labor, Bureau of Labor Standards, September, 1956. Pp. 22. 15¢.* A *must* for teachers living in industrialized agricultural areas where children might be exploited! Here is an official bulletin to explain the why, what and how of child labor laws in non-technical terms—why laws are still needed, how they are regulated and enforced, what standards are desirable. To protect children from exploitation yet help them find suitable employment is a challenge to all citizens everywhere. Basic knowledge necessary to the solution of this problem is provided in this pamphlet.

FOUR DECADES OF ACTION FOR CHILDREN: A SHORT HISTORY OF THE CHILDREN'S BUREAU. *Washington, D. C.: U. S. Department of Health, Education and Welfare, 1956. Pp. 90. 35¢.* Significant statistics concerning children are here —on mortality, migrancy, delinquency, maternal care and adoption. This is a review of the Children's Bureau services and research in the years 1912-1956. It provides a cogent summary of forces affecting children in an increasingly complex and mobile society. The appendix lists federal legislation affecting children's welfare. Inspiring quotations from Bureau Chiefs Julia Lathrop to Martha Eliot are testimony to the broad vision and philosophy of this governmental agency.

TEACHERS OF CHILDREN WHO ARE BLIND. *Washington, D. C.: U. S. Department of Health, Education and Welfare, 1955. Pp. 109. 40¢.*

TEACHERS OF CHILDREN WHO ARE PARTIALLY SEEING. *Washington, D. C.: U. S. Department of Health, Education and Welfare, 1956. Pp. 71. 30¢.*

These bulletins are two of a series in a major study entitled *Qualification and Preparation of Teachers of Exceptional Children* which has involved the expert opinion of over 2,000 people—teachers, supervisory personnel and professors. Young people considering the teaching of exceptional children, standards-setting agencies, and colleges responsible for teacher preparation will find these bulletins useful. Important findings included in each: ranking of desirable competencies, rank order of important practical experiences during teacher training, per cent of supervisory personnel satisfied with the competence of recently trained personnel, desirable apportionment of time to be spent in student teaching for normal and exceptional children.

The following were reviewed by AFTON DILL NANCE, *consultant in elementary education, California State Department of Education, Sacramento:*

HELPING THE NEW TEACHER. *By a Committee of the Northwest Association for Supervision and Curriculum Development, edited by Margaret Walters Hall. Washington, D. C.: Association for Supervision and Curriculum Development, 1956. Pp. 30. 75¢.*

Each teacher entering a new position brings a great potential for service to the school. The purpose of this bulletin is to see that this potential is realized. Definite techniques for induction are described, the types of help usually needed are analyzed, and the importance of utilizing a teaching peer as a friendly resource is stressed. The importance of continuing help throughout the first year of service receives emphasis. This bulletin will be valuable to persons planning induction programs for new teachers. It will also be useful to teachers and others who assist in these activities. The format is well planned and attractively illustrated with line drawings.

TRIP EXPERIENCES IN THE SOCIAL STUDIES—GRADES 3-6. *By Annette D.*

Frank and Tillie S. Pine, edited by Charlotte B. Winsor. New York: 69 Bank Street Publications, Bank Street College of Education, 1957. Pp. 26. This is a stimulating and practical guide for teachers who plan study trips as part of the regular curriculum. Although the bulletin was prepared for use in New York City, most of the information is applicable to other situations. It contains an outline of methods in the use of trips in the total curriculum, how to develop learnings from trips, and how to look for clues to a further use of the environment as a teacher resource. The lists of books and records suggested for use with each study trip will be most helpful to teachers. A selected list of books for teachers is also included.

TRIPS IN EARLY CHILDHOOD EDUCATION. *By Vivienne Hochman, edited by Charlotte B. Winsor. New York: 69 Bank Street Publications, Bank Street College of Education, 1957. Pp. 26.* Words taken from the bulletin's foreword are descriptive of its scope and purpose: "We hope that the handbook will help teachers to think freshly about the resources to be found in their own communities, for each community has its own flavor and offers its children individual and vivid experiences. We hope it will help teachers to use these resources in a way that will best clarify and enrich children's understanding of their world. And lastly, we hope it will help teachers tie together the concrete experience with a rich aftermath in the classroom —with books, discussions, dramatization, with meaningful re-creation of the experience."

The bulletin will help teachers attain these purposes. It is clear, concise and specific—a valuable guide for teachers who wish to provide stimulating experiences for children.

SOLVING PROBLEMS OF PROBLEM CHILDREN. *By Jack W. Birch and Edward H. Stullken. Bloomington, Ill.: Public School Publishing Co., 1956. Pp. 44.* This bulletin is concerned with the problems of emotionally disturbed children and youth. The importance of the teacher's skills and attitudes in helping children develop wholesome personalities is emphasized. The section on characteristics of teachers who are especially successful in working with emotionally disturbed children is useful and stimulating. While this bulletin suggests no universal panaceas, it does make many practical suggestions for helping disturbed children.

The problems raised are too many and complex to be analyzed within the scope of a brief publication. The selected references will be useful for further reading.

TEACHING ABOUT THE UNITED NATIONS IN UNITED STATES EDUCATIONAL INSTITUTIONS. *By Fredrika M. Tandler. U. S. Department of Health, Education and Welfare, Office of Education. Washington, D. C.: U. S. Government Printing Office, Bulletin 1956, No. 8. Pp. 40. 25¢.* This publication, based on results of a survey made in all the States and Territories, reports what is being taught in international education at all levels from elementary school through the university. Programs for the years 1952 through 1955 are reported. Specific activities are described in detail. Figures showing the growth of interest in international education are interesting. The bulletin reports that in 1955, 49 governors appointed a State or Territorial chairman for commemoration of United Nations Day; only 12 governors took that action in 1952. Requests for literature addressed to the U. S. Committee for the UN also show a substantial increase for the period. The bulletin will be useful to those interested in the status of teaching about the UN. Judging from the report the program is growing. Certainly this growth should be encouraged so that no child fails to understand the importance of friendly relations among the peoples of the world.

NEXT MONTH

Understanding Others Near and Far In exploring resources for learning, the December issue delves into the topic of "Understanding Others Near and Far."

Peace on Earth, Good Will toward Men: (Editorial): Cynthia C. Wedel, chairman, United Church Women, National Council of the Churches of Christ, Washington, D. C.

Discovering Other Lands: Florence Greenhoe Robbins, Department of Sociology, The Ohio State University, Columbus.

Living Beside Us—Worlds Apart. Wayne T. Pratt, acting chief, Branch of Education, Bureau of Indian Affairs, U. S. Department of Interior, Washington, D. C.

Lullabies of the World: Hana Fukuda, graduate student, University of Southern California, Los Angeles.

Helping Children Grow in Understanding ALL People: Nelle Morris, research associate, University School, The Ohio State University, Columbus.

Calendars Across the Sea: Letitia Martens, teacher, Midtown Ethical Culture School, New York.

A Study: What Does Daddy Do? Michael S. Auleta, State University Teachers College, Brockport, New York.

Christmas Crafts: Violet Tallmon, consultant, elementary education, Stanislaus County Schools, California.

Over the Editor's Desk

Dear Readers:

ACEI's *Plan of Action** is written in a composite way after ideas are gathered from Branches and International members, from groups working biennially at the Study Conference and from letters and questionnaires to Headquarters. The Executive Board and the Staff discuss, record and refine these ideas many times. This becomes a useful guideline for ACE workers.

Isn't this what we do in classrooms when we cooperatively discuss, record and use children's ideas?

Nursery school children talk about themselves and experiences. Kindergarten children continue to do a great deal of talking. Verbalization is thinking: organization of thought as an experience is taking place—talking to themselves or others. These experiences and oral language become part of the foundation upon which 3 R's plus are based.

Occasionally kindergarten children want expressions recorded for them—such as a "get-well" message to a playmate. The teacher does this and reads it to the children. Changes may be made as they listen and check to see if this *really* is what they want to say—editing, if you please. The message is sent on its way to accomplish its purpose—that of conveying feelings toward their absent playmate.

First-grade children communicate facts and feelings in numerous ways, too. Much is verbalized but some the teacher manuscripts on the board (later to be transferred to chart paper). Children and teacher edit—place sentences in sequence, re-phrase or re-word. Supporting ideas are sometimes discovered out of place. Even if a recorded experience is only four lines this process makes for the best kind of composite writing. Even if it is only four lines it can have a main idea and subsidiary ones. It can also have a beginning, a middle and an ending as is true of any good composition.

Composite writing continues through the grades. Ora Mae Crane, teacher at Hart-Ransom School, Stanislaus County, California, whose seventh and eighth graders had been studying United Nations, based some composite writing on discussion of the question, "For What Are We Thankful?"

The teacher writes:

"It took us two hours and three blackboards to work this out. I feel they did some good thinking."

I leave it to you to judge the merit of this class' work, for here it is:

We Are Thankful

For the universe with its life-giving sun, water, and air,
We thank Thee, O Lord.

For the life which Thou hast given each one of us,
We thank Thee, O Lord.

For our homes and the love of our families,
We thank Thee, O Lord.

For our minds that can think and our consciences that guide our actions,
We thank Thee, O Lord.

For our schools that help to train our minds,
We thank Thee, O Lord.

For our strong, healthy bodies,
We thank Thee, O Lord.

For food, clothes, and shelter that sustain us,
We thank Thee, O Lord.

For friends and the happiness they bring us,
We thank Thee, O Lord.

For our churches and the right to worship as we please,
We thank Thee, O Lord.

For our democracy where every person is important, and where each person lives under laws which he has a part in making,
We thank Thee, O Lord.

For our statesmen, scientists, and other public servants who do so much for our country,
We thank Thee, O Lord.

For the United Nations which is working to keep peace in the world,
We thank Thee, God, our Father.—AMEN.

We all need practice in the techniques of good composite writing and discussion whether in classrooms or in adult life. These would be interesting to explore further, since they have potential for ways of learning.

Enjoy Thanksgiving Day!

Sincerely,

Margaret Rasmussen

* See Sept. **Childhood Education**, p. 30.